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ABSTRACT

The Northwest Connection was designed as a "peer interaction" model for communicating and disseminating career education in the five northwestern states of Alaska, Idaho, Montana, Oregon, and Washington. (A detailed description of Northwest Connection activities, with key problems and decisions highlighted, may be found in "People Helping People" [see note], a guidebook for practitioners wanting to implement peer technical assistance systems.) This report presents findings and recommendations based on research, evaluation, and knowledge development activities set forth in the evaluation plan for the project. Formative evaluation was undertaken in four broad areas: consultant training, awareness efforts, assistance efforts, and project management. Summative evaluation addressed the nature of changes in career education activity brought about by the project. The report is organized into sections as follows: a project summary is provided in the first section; formative evaluation results bearing on consultant training, awareness efforts, assistance efforts, and project management are presented in sections 2 through 5; the sixth section describes summative evaluation findings; and the seventh and final section provides a summary of the conclusions and recommendations. Overall, the project evaluation showed that most of the project goals had been accomplished, and that a peer interaction network had indeed been formed. (KC)

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THE NORTHWEST CONNECTION:

FINAL PROJECT REPORT

Education and Work Program

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
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November 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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- To develop user-oriented manuals and handbooks that are based on promising practices in the field
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NORTHWEST CONNECTION

FINAL PROJECT REPORT

INTRODUCTION

The Northwest Connection (NWC), funded by the Office of Career Education (OCE) in the U.S. Office of Education (now within the Education Department), was a demonstration of a five-state model for disseminating career education through peer interaction. Carried out by the Education and Work Program of the Northwest Regional Educational Laboratory (NWREL), NWC began in October 1978 and ended August 31, 1980. During this time, some 58 career education practitioners in Alaska, Idaho, Montana, Oregon and Washington were selected, given consultant training and then supported as they offered their services to peers. In addition, a national workshop on "Communicating Career Education" was sponsored by NWC in March 1980, three issues of an Occasional Paper series on the same topic were prepared and a guidebook, People Helping People, was developed for use by others wishing to establish a peer interaction network.

The purpose of this report is to present findings and recommendations based on research, evaluation and knowledge development activities set forth in the evaluation plan for the project (Owens 1979).

The evaluation plan noted that the original OCE request for proposals described three requirements for evaluation of this project:

- It emphasized the need for a strong formative evaluation to be reported in a timely manner for program improvement.
- It required a look at how the program effected changes in career education practice particularly at the local school level.
- It called for a cost effectiveness look at major program strategies.

Formative evaluation was undertaken in four broad areas: Consultant training, awareness efforts, assistance efforts and project management. Summative evaluation addressed the nature of changes in career education activity brought about by the project. It should be added that the results described here do not describe evaluation of the National Workshop, the Occasional Paper series or the Guidebook.

The discussion below is organized into sections as follows: a project summary is provided in the first section; formative evaluation results bearing on consultant training, awareness efforts, assistance efforts and project management are presented in sections two through five; the sixth section describes summative evaluation findings; and the seventh and final section provides a summary of the conclusions and recommendations.

SECTION I: PROJECT SUMMARY

A detailed description of Northwest Connection activities, with key problems and decisions highlighted, may be found in People Helping People, the guidebook for practitioners wanting to implement peer technical assistance systems. The purpose of this section is to present an overview of the project for the reader who may not be familiar with some aspects of NWC. This overview is designed to help the reader understand what the findings presented in subsequent sections refer to.

The Northwest Connection was designed as a "peer interaction" model for communicating and disseminating career education. Underlying the concept of peer interaction is the idea that a potential user of career education is likely to be more positively influenced by a peer than by "just anyone." The result is likely to be more career education in the classroom sooner, and taught more effectively.

The project was established on a regional basis to give potential recipients of services access to as wide a range of consultants as might be practical. Since consultants were selected to represent 50 areas of expertise (see Appendix A for a description of the consultants, their home states and their areas of expertise), it was unlikely that any one state would contain sufficiently skilled career education practitioners in every area. However, within the five-state Northwest region (Alaska, Idaho, Montana, Oregon and Washington), it was possible to locate the required number of consultants. In fact, 58 persons were finally chosen to serve.

In order to coordinate activities among the participating states, a project steering committee was established with membership consisting of each state career education coordinator, one person designated by each coordinator and representatives of influential career education agencies. This body met four times through the life of the project: the first meeting was devoted to the selection of consultants and the second to sharing information about project activities and planning the guidebook. In addition, steering committee members participated in consultant training and in the national conference.

Northwest Connection consultants were recruited from Northwest schools, businesses, labor unions and other agencies with an interest in career education. Once selected, the full group of 58 consultants received three days of initial training plus one optional day devoted to visiting successful programs. After initial training, consultants "tried out" the consultant role for several weeks. Followup training, usually lasting two days, took place with groups of consultants within each state. In Oregon and Idaho consultants worked together in followup training. The content was based on actual experience with the consultant role. The timeline on the next page shows major events in the selection and training of consultants.

Month	Activity
October 1978	Project startup
February 1979	Consultant selection complete
March	Initial consultant training
May	School year ends
June	Oregon, Idaho followup training
July	Bsuiness person followup training
August	Alaska followup training
September	Montana followup training
October	Washington followup training

As consultants were being recruited and selected, project staff were addressing a number of issues related to the delivery of service. These issues were in two key areas: 1) What kinds of services would be provided and how? and 2) Who are potential users of the consulting service and how are they made aware of the existence of NWC? Plans were developed to address issues in each area (see "Assistance Plan" and "Awareness Plan," NWREL, 1979).

It was determined that three principal types of services would be available: telephone consultation, materials sharing and onsite assistance. For the latter type of service, a set of priorities was developed based on expected cost benefits: high priority for onsite visits was given to groups of clients involving the school and community; lower priority was given to individual requests. The project itself supported all consultant activities--including, where appropriate, the costs of hiring a substitute. The project did not include payment of honoraria to consultants.

Persons desiring to use the service--clients--were expected to contact consultants either directly or through project staff. Arrangements were generally concluded directly between client and consultant, although NWC staff did monitor onsite visits expected to cost in excess of $75.00. In addition, any time a consultant planned to conduct an onsite service, the state career education coordinator was to be contacted. The principal mechanisms for making potential clients aware of consultant services were a project brochure and a Guide to Consultant Services, which included a poster and service request cards. These were printed in bulk and mailed to potential users in education and community agencies in the five-state region, including businesses, labor organizations and government. Letters announcing the existence of NWC and follow-up mailings urging use of the service were also sent.

Consultant services were scheduled to be available through April 1980. Initial low demand for services, coupled with high demand around the time services were

scheduled to end, led to the decision to extend services through the end of the school year and on into the summer. Services ended August 1, 1980.

SECTION II: FORMATIVE EVALUATION RELATED TO CONSULTANT TRAINING

Evaluation of consultant training focused on five issues: characteristics of consultants, training needs, extent to which the training design accommodated identified needs, extent to which training accomplished its objectives and followup training.

Designing the Northwest Connection (NWC) Training Workshop presented an interesting challenge. First, the group to be trained was already experienced. The individuals to be trained had been involved with career education in-depth and many had done consulting work before. Second, the group was diverse, made up of professional educators, representatives from large and small business, organized labor, service clubs, youth serving organizations and parents. Third, the project was complex. It was essential to make sure consultants understood procedures required to manage a cost-effective regional consulting service. And fourth, the life of the project was limited, but the service would be needed much longer.

In planning the Training Workshop, advice was sought from many fronts. The Project Steering Committee reviewed and commented on a draft plan. The state career education coordinators were used as a sounding board as details of the plan began to emerge and they gave excellent advice whenever they were called. Project monitors at U.S.O.E. afforded valuable feedback. The Dissemination Program at the Northwest Regional Educational Laboratory (NWREL) provided ideas and advice that helped greatly. Staff from the Education and Work Program at NWREL shared ideas as the Training Plan was developed. Staff of the Interinstitutional Consortium for Career Education (ICCE) supplied ideas for the Training Plan and made all of the logistical arrangements. Each NWC consultant provided input to the Training Plan through the Training Questionnaire. And finally, the trainers provided ideas for the sessions they would conduct as well as for the overall workshop design.

With all of the advice in mind, the overall goal of the NWC Training Workshop was to prepare expert career education practitioners--the NWC consultants--to deliver consulting services to clients throughout a five-state region according to priorities and procedures of the NWC Project. The specific objectives of the workshop were:

1. To develop understanding of NWC goals, objectives, priorities and procedures

2. To enhance knowledge of resources, both human and material, for career education in the five-state region

3. To improve consultation skills as needed to deliver NWC consultation services

4. To develop individual workplans for periods following training sessions that included awareness activities (activities that make people aware of the service and encourage use of the service), learning activities (activities that develop more knowledge about resources,

programs and materials in consultation specialties) and development activities (activities that result in tools and materials to be used in awareness and consulting activities)

5. To establish "esprit de corps" among NWC consultants, including a clearly defined purpose, group rapport and strong motivation for successful accomplishment of tasks

The NWC Project staff decided very early that training could not be completed in one session. Project procedures could not be perfected without a sufficient trial period, and individual consultants could not know the skills they would need before responding to some requests for service. For these reasons, it was decided to hold the training in three segments, including:

1. Initial training to develop skills and understanding necessary to begin consulting work

2. Initial consultations to give individual consultants a chance to see the kinds of requests they would get and the kinds of skills needed to respond

3. Follow-up training to increase consultant skill and knowledge, improve project procedures and to begin to integrate NWC consultant services into state plans and procedures

The figure below describes the sequence of training activities:

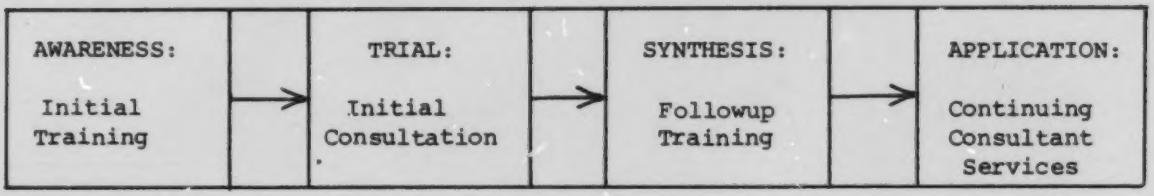

Figure II-1: NWC Training Model

Initial training took place March 4-8, 1979; the initial consultant services were offered March 15-June 15, 1979, with followup training scheduled by state or group of states between June and October, 1979.

The initial Training Workshop was designed to accomplish all five of the stated objectives. Sessions were planned for each major step in the consultation process, including creating awareness of the service, assessing client needs, planning with clients, delivering services and evaluating and following up services. Other sessions were planned to introduce and discuss project procedures and priorities and to acquaint consultants with the plans and resources of each state. Time and assistance was provided to assist each individual in developing a plan of action and awareness materials. A display of career education materials was available for preview.

Several trainers conducted sessions during the workshop. They were also available during meals and evenings to give additional ideas to individuals or groups on a request basis.

Finally, each individual was assigned to a small working group that met periodically throughout the workshop. This group served as a sounding board for individual planning and for evaluating workshop progress on a day-to-day basis.

While the initial Training Workshop was highly structured, the NWC staff and trainers made adjustments as necessary to accomplish the training objectives.

Evaluation Instruments and Data Collection Activities

An analysis of consultant specialty areas was carried out resulting in the selection of the following "categories" of consultants (numbers in parentheses indicate the number of consultants in each category).

• elementary teachers	(8)
• secondary teachers	(17)
• school specialists	(14)
• school administrators	(5)
• noneducators	(14)
Total	(58)

Figure II-2: Categories of Consultants

Consultants also could be identified by state as follows:

• Alaska	(4)
• Idaho	(7)
• Montana	(12)
• Oregon	(22)
• Washington	(13)

Figure II-3: Numbers of Consultants from Participating States

The following matrix summarizes these two dimensions, showing numbers of consultants within each category.

	Alaska	Idaho	Montana	Oregon	Washington	Totals
Elementary teachers	1	1	2	3	1	8
Secondary teachers	0	0	2	10	5	17
School specialists	2	4	3	2	3	14
Administrators	0	1	2	1	1	5
Noneducators	1	1	3	6	3	14
TOTALS	4	7	12	22	13	58

Figure II-4: Matrix of Consultant Specialties and Home States

Additionally, consultants had completed a background sheet as part of the application process. These background sheets were studied to learn both about possible consultant training needs and about potential training roles that consultants might have.

Prior to initial training, a questionnaire (see Appendix B) was developed and mailed to each consultant with instructions for its return. The purpose of the questionnaire was to obtain information about training needs. Respondents were asked to indicate both their skill level and their self-perceived need for training in each of 14 areas related to providing consultative assistance. In addition, open-ended questions probed consultants' expectations for the workshop. Figure II-5 below presents a summary of results calculated after 40 of the possible 58 questionnaires had been returned. Figure II-6 lists the responses to open-ended questions.

Consultant Training Questionnaire

SUMMARY OF RESULTS BASED ON 40 RESPONSES *

CONSULTING AREA	AVE.	My Skills/Knowledge in this Area										
		1		2		3		4		5		
		F	%	F	%	F	%	F	%	F	%	NR
1. Consultant and Project Management, Procedures and Responsibilities	2.14	9	31	10	34	7	24	3	10	0	0	11
2. Evaluating Consultant Services and Procedures	2.26	8	30	6	22	11	41	2	7	0	0	13
3. Creating Awareness and Use of the Northwest Connection Consultant Services	2.40	4	13	12	40	12	40	2	7	0	0	10
4. Planning Consultant Services with Client	2.46	6	23	6	23	10	38	4	15	0	0	14
5. Conducting Simulation/Role Playing Sessions	2.55	8	21	9	24	13	34	8	21	0	0	2
6. Project Purposes and Procedures	2.67	1	2	10	22	17	57	2	6	0	0	10
7. Leading Group Problem Solving Sessions	2.78	1	4	10	37	10	37	6	22	0	0	13
8. Assessing Client Needs	2.82	3	14	4	18	10	45	4	18	1	4	18
9. Conducting Telephone Consultation	2.84	5	13	7	18	16	42	9	24	1	3	2
10. Facilitating On-Site Team Planning	2.84	4	10	13	34	11	29	5	13	5	13	2
11. Making Media Presentations	2.90	5	13	9	23	12	31	11	28	2	5	1
12. Leading Brainstorming Sessions	3.03	3	8	8	21	13	34	13	34	1	3	2
13. Conducting In-Service Delivery	3.24	3	8	5	13	12	31	16	42	2	5	2
15. Sharing Materials	3.74	1	3	3	8	8	21	19	50	7	18	2

FIGURE II-5

* On the rating scale, "1" was the lowest rating and "5" the highest. "F" indicates the frequency of each response and "%" indicates the percentage of total response represented by each rating. The column headed "AVE." indicates the mean response for the item, and "NR" indicates the number of consultants not responding to the item.

Consultant Training Questionnaire

SUMMARY OF RESULTS BASED ON 40 RESPONSES

CONSULTING AREA: Training Activities	AVE.	My Need for this Training Activity										
		1		2		3		4		5		NR
		F	%	F	%	F	%	F	%	F	%	
1. PROJECT PURPOSES AND PROCEDURES												
Presentation giving workshop objectives and expectations	3.97	0	0	2	5	9	22	15	37	12	30	2
Presentation giving project overview	3.75	0	0	2	5	16	40	12	30	10	25	0
Presentation giving national perspective on career education	3.43	1	3	5	13	17	44	10	26	6	15	1
Reading various materials describing project purposes, procedures and responsibilities before coming to the workshop	3.14	3	9	5	14	14	40	10	29	3	9	5
2. CREATING AWARENESS AND USE OF THE NORTHWEST CONNECTION CONSULTANT SERVICES												
Presentation highlighting the plans to create awareness of the consulting service and get people to use the service	3.95	0	0	0	0	14	37	12	32	12	32	2
Developing or copying materials to use in awareness presentations	3.78	1	3	2	5	11	30	12	33	10	28	4
Listening to and critiquing sample awareness presentations that you and other consultants can use with groups to create interest and awareness of the service.	3.76	0	0	3	8	11	29	14	37	10	26	2
3. ASSESSING CLIENT NEEDS												
Demonstration of techniques to assess client needs. This will include techniques of telephone questioning, on-site (face to face) questioning and paper and pencil instruments	3.95	1	2	1	2	10	26	14	36	13	33	1
Summary discussion of client needs assessment techniques	3.35	1	3	0	0	15	40	12	32	9	24	3

Figure II-5 continued.

Consultant Training Questionnaire

SUMMARY OF RESULTS BASED ON 40 RESPONSES

CONSULTING AREA : Training Activities	AVE.	My Need for this Training Activity										NR
		1		2		3		4		5		
		F	%	F	%	F	%	F	%	F	%	
4. PLANNING CONSULTANT SERVICES WITH CLIENT												
Presentation highlighting consultant service planning processes	4.03	0	0	2	6	8	23	11	32	13	38	6
Role playing consultant planning with clients	2.97	1	3	11	30	17	46	4	11	4	11	3
5. PROVIDING CONSULTANT SERVICES												
Presentations on major resource systems for career education such as the National Center for Career Education, the Career Information System, ERIC, IPAR, and state and regional talent banks	4.00	0	0	2	5	9	23	15	38	13	33	1
Presentations on career education plans and activities in each of the five states	3.92	0	0	4	10	10	26	10	26	15	38	1
Previewing a wide range of career education materials	3.90	0	0	5	13	11	28	6	15	17	43	1
Developing or copying materials that can be shared with individuals requesting this type of service	3.71	0	0	7	18	9	24	10	26	12	31	2
Presentation to highlight consultant services, procedures and priorities	3.55	1	3	2	5	15	39	15	39	5	13	2
Discussion on consultant services, procedures and priorities	3.34	0	0	2	5	15	39	12	31	9	24	2
Role playing consultation service episodes, including telephone consultation, on-site team planning and in-service delivery	3.20	2	5	7	18	16	41	9	23	5	13	1

Figure II-5 continued.

Consultant Training Questionnaire

SUMMARY OF RESULTS BASED ON 40 RESPONSES

CONSULTING AREA : Training Activity	AVE.	My Need for this Training Activity										
		1		2		3		4		5		NR
		F	%	F	%	F	%	F	%	F	%	
6. EVALUATING CONSULTANT SERVICES AND PROCEDURES												
Presentation highlighting service and project procedures and responsibilities	3.74	1	2	2	5	13	33	13	33	10	26	1
Practice in filling out evaluation forms, summarizing the results of consultant service evaluation and drawing conclusions about follow-up service needs based on evaluation data	3.43	1	2	7	13	12	31	12	31	7	18	1
7. CONSULTANT AND PROJECT MANAGEMENT, PROCEDURES AND RESPONSIBILITIES												
Preparation of a plan for your work during the three months following training. The plan will include activities to learn what others are doing in your specialty area, activities to make people aware of the service, activities to collect materials from other people working in your specialty area and consulting activities	4.31	0	0	0	0	8	21	10	26	20	53	2
Presentation and discussion on project budget, reports, records and approval procedures	3.65	0	0	5	12	16	40	7	17	12	30	0

Figure II-5 continued.

EXPECTATIONS FOR THE TRAINING WORKSHOP

Learn techniques (ways, methods) and skills	20
To become familiar with the Northwest Connection plan, goals, expectations and procedures (get overall view of Project)	15
Get acquainted with resource people and materials	12
Learn role of consultant and gain confidence as a consultant	9
Gain information, experience and knowledge regarding career education	8
Long range planning	3
Learn evaluation procedures	3
Understanding responsibilities and what is expected of the consultant	3
Get acquainted and know other consultants (share ideas)	2
Have enjoyable time (work hard in a casual atmosphere)	2
How to fill out forms	1
Enlightenment in consultants specific area of assistance	1
Well organized and structured workshop	1
Compare local efforts in career education with other areas	1

Figure II-6

Using these data, as well as other available sources of data, the initial training design was completed and training was carried out. The agenda for the initial training may be found in Appendix C. In order to measure attainment of training goals, consultants were asked to rate themselves along the same 14 dimensions of consultation they had earlier used to measure their training needs. Pre-post results for the 14 dimensions are presented in Figure II-7.

Figure II-7 provides the pre-post means and t-test analysis data for each item appearing on both the pre and post-workshop consultant questionnaires. All items showed a mean gain of at least .6 of a standard deviation.

"How to handle sharing of materials" showed a gain of .51, the lowest gain of any item. This was also the item showing the greatest knowledge on the pre-test.

"How to facilitate onsite team planning" had a gain of .82 with a relatively high standard deviation (1.21). The pre-workshop score of 2.82 was not high enough to have made this predictable.

"How to conduct in-service delivery" changed a mean amount of .60. This item also showed a high pretest confidence level, especially among educators.

Item 9, "How to make media presentations," with a mean gain of .67, also showed a fairly high pretest level. As noted previously, however, six persons gave this item a 2 or lower rating on the posttest.

"How to lead brainstorming sessions" gained .79 and also had a fairly good pre-workshop rating. Again at the posttest, the business, labor and community group members seemed to be still uncertain about this type of activity.

"How to evaluate consultant services and procedures" had a .93 gain over a pre-workshop mean of only 2.31. Also, as previously noted, four consultants rated this knowledge a 2 on the posttest.

Prior to followup training, a questionnaire using the same 14 dimensions of consultant activity was mailed to each consultant for the purpose of ascertaining followup training needs. Based on the responses to the questionnaire, a design and set of activities was developed that both responded to identified needs and was flexible enough to be used in four different sites.

Eighteen consultants either wrote or called in their responses. Areas of highest training need as revealed by the scaled items were "Assessing client needs" and "Facilitating on-site team planning." Next highest were "Conducting inservice delivery" and "Consultant and project management, procedures and responsibilities." The area of least need was "Project purpose and procedures," followed by "Making media presentations" and "Leading Brainstorming Sessions."

PRE-POST WORKSHOP CONSULTANT SURVEY -TEST ANALYSIS

Item*	N**	Pretest Mean & SD ( )	Posttest Mean & SD ( )	Mean Difference	Significance***
1	31	2.77 (.67)	4.13 (.56)	1.35	.000
2	29	2.41 (.83)	4.07 (.80)	1.66	.000
3	21	2.62 (1.07)	3.86 (.66)	1.24	.000
4	27	2.59 (1.08)	3.78 (.64)	1.19	.000
5	41	2.88 (.95)	4.15 (.69)	1.26	.000
6	41	3.61 (.95)	4.12 (.81)	.51	.001
7	38	2.82 (1.09)	3.63 (.82)	.82	.000
8	40	3.30 (1.02)	3.90 (.78)	.60	.000
9	42	3.05 (1.15)	3.71 (1.00)	.67	.000
10	41	2.71 (.98)	3.85 (.79)	1.15	.000
11	38	3.13 (1.02)	3.92 (.91)	.79	.000
12	26	2.69 (.79)	3.88 (.95)	1.19	.000
13	27	2.19 (.92)	3.11 (.79)	.93	.000
14	29	2.31 (1.11)	3.69 (.93)	1.38	.000
TOTAL	16	38.31 (6.22)	52.75 (8.64)	14.44	.000

*Refer to Figure II-5 for description of items.
**Analysis is based on cases with complete (no missing) data.
***Two-tail probability (a more conservative test than one-tailed).

Figure II-7

Figure II-8 provides a rank ordering of mean responses to items related to training needs. Open ended items in the questionnaire asked consultants to list three goals they wanted to try to accomplish, to describe how trainers could best be of assistance, to describe anything that should be avoided in the follow-up training and to describe other training needs not covered in the scaled items.

In general, the goals expressed by consultants corresponded fairly well with training needs they identified. The most frequently mentioned goal had to do with getting services used. Other consultants expressed goals related to managing the time it takes to be a consultant and to understanding and managing required paperwork. One frequently mentioned goal of trainees that was not included among the scaled items was the goal of gaining knowledge of other consultants' expertise.

Consultants stressed the need for individualizing training, allowing ample time for questions and answers and sharing workable techniques. They advised trainers to avoid lengthy sessions with large groups of consultants, preferring smaller groups to maximize interaction.

Finally, after followup training, consultants were asked to rate themselves along the same 14 dimensions as earlier. Results are presented in Figure II-9.

How the Data Were Used

Data about consultants and training were used to answer key questions about the design and impact of training. These questions, along with findings and conclusions, are presented below:

- What training needs do the consultants have prior to initial training?

  Background sheets and a questionnaire were analyzed to determine training needs. The greatest needs were in the areas of consultant and project management and in evaluating consultant services and procedures. Needs were least in the area of sharing materials.

- Did initial training successfully accomplish its objectives?

  As noted above, t-tests showed gains significant at the .001 level for each item. Project staff felt this indicated that training successfully accomplished its objectives.

- How effective was follow-up training in meeting its objectives?

  Follow-up training did not show the dramatic gains shown after the initial training. However, high self-ratings were sustained, and in some cases increased slightly, indicating consultant satisfaction with the training.

RANK ORDERING OF MEAN RESPONSES RELATED TO TRAINING NEEDS

Rank		N	Mean Response
1.	Assessing Client Needs	15	3.67
	Facilitating Onsite Team Planning	15	3.67
2.	Conducting Inservice Delivery	15	3.47
	Consultant and Project Management, Procedures and Responsibilities	15	3.47
3.	Evaluating Consultant Services and Procedures	15	3.31
4.	Planning Consultant Services with Clients	15	3.27
5.	Leading Group Problem Solving Sessions	15	2.93
6.	Creating Awareness and Use of NWC Services	16	2.88
7.	Sharing Materials	16	2.81
8.	Conducting Simulation/Role Playing Sessions	15	2.80
9.	Conducting Telephone Consultation	15	2.73
10.	Leading Brainstorming Sessions	15	2.53
11.	Making Media Presentations	15	2.47
12.	Project Purposes and Procedures	16	2.44

Figure II-8

SUMMARY OF RESULTS OF INITIAL & FOLLOWUP TRAINING SCALED ITEMS

Skill Knowledge Area	Pretest Initial Workshop	Post-test Initial Workshop	Post-test OR/ID group 12 respondents	Post-test Alaska group 4 respondents	Post-test Montana group 12 respondents	Post-test WA group 5 respondents
1. Project purposes and procedures	2.77	4.13	4.75	4.25	4.42	4.40
2. Creating awareness use of NMC services	2.41	4.07	4.46	4.50	4.36	4.00
3. Assessing client needs	2.62	3.86	4.50	4.25	4.25	3.60
4. Planning consultant services with clients	2.59	3.78	4.36	4.25	4.08	3.60
5. Conducting telephone consultation	2.88	4.15	4.59	4.50	4.25	4.40
6. Sharing materials	3.61	4.12	4.50	4.50	4.17	4.40
7. Facilitating onsite team planning	2.82	3.63	4.32	4.00	3.83	3.60
8. Conducting inservice delivery	3.30	3.90	4.32	3.75	3.92	3.60
9. Making media presentations	3.05	3.71	3.91	3.75	3.83	3.40
10. Conducting simulation/role playing sessions	2.71	3.85	4.17	3.50	3.75	3.20
11. Leading brainstorming sessions	3.13	3.92	4.50	4.00	4.33	3.60
12. Leading group problem solving sessions	2.69	3.88	4.21	3.75	4.17	3.40
13. Evaluating consultant services and procedures	2.19	3.11	4.00	4.00	4.00	3.40
14. Consultant and project management, procedures and responsibilities	2.31	3.69	4.49	4.25	4.09	3.60

Summary

In general project staff felt that the training design, which involved the four step process of awareness, trial, synthesis and application, was a successful one and should be replicated in future similar efforts. The results of the training also indicated that initial and followup training workshops achieved their respective goals.

SECTION III: EVALUATION OF AWARENESS EFFORTS

Description of Northwest Connection Data Collection Instruments and Activities

Northwest Connection project activities were evaluated in the areas of awareness efforts, assistance efforts, project management and project impact. This section discusses results of evaluation of awareness efforts; subsequent sections discuss results of evaluation of the remaining topics. However data collection instruments were often used to gather information in more than one of these areas. Consequently the following discussion of the data gathering instruments and activities can serve as an introduction both to this and to subsequent sections.

The following data collection devices (see Appendices D-J for summaries of data gathered using each device) were used during the operation of the Northwest Connection.

- Consultant Expense Forms

  These forms were filled out by consultants in order to document expense claims. They, therefore, provide a fairly comprehensive profile of the types of contacts made and services rendered.

- Consultant Logs

  Consultants were asked to fill out these forms monthly. Thus, they provide a detailed description of the activities of the cadre vis a vis the NWC project.

- Service Evaluation Forms

  Clients were requested to evaluate any consultant services they received and return the cards directly to the project director.

- NWC Awareness Survey

  This survey was mailed to a sample of NWC clients as identified from Consultant Logs and a stratified sample of NWREL mailing list school administrators from each of the five states. This survey sought information on whether respondents were aware of the NWC project and how they became aware of it, whether they had requested and received services and their evaluation of services received.

- Client Services Survey

  Mailed to NWC clients toward the end of the project, this survey sought specific information on the categories of service-materials/ resources, telephone consultation and onsite consultation/workshops.

- Onsite Visit Participants Survey

  Several client contacts were asked to distribute these surveys to onsite consultation or workshop participants. In an abbreviated form, it sought information similar to the Client Services Survey.

- Consultants Survey

  Following the close of the project, consultants were surveyed to determine their perception of the project. Consultants were asked to rate the project management, describe the effort required to be a consultant, rate the benefits and problems attendant to their participation and describe the impact of the project on clients.

Results of Evaluation of Awareness Efforts

1. Question: How effective were the initial awareness efforts of the Northwest Connection Project?

   Findings: As indicated in the Client Services Survey Questionnaire responses (Appendix H), 55 percent of the total respondents said they knew about the NWC project. Overall, respondents rated the awareness information as moderately effective and 48 percent of those who knew about NWC stated that the awareness information had motivated them to request assistance at the time of the survey.

   Conclusion: The initial NWC awareness efforts were regarded by project staff as more successful in schools than in communities.

2. Question: What were the most effective awareness strategies?

   Findings: The awareness survey was distributed to two groups of potential respondents. One group (mailing list) consisted of a sample of school and school district administrators obtained from the NWREL mailing list in the five-state region. This sample consisted of 30 names in three states (Alaska, Idaho and Montana) and 40 in two states (Oregon and Washington). In addition, approximately 30 career education coordinators and 30 Chamber of Commerce directors were randomly selected for the mailout. The total mailing list group was 230.

   The second group (clients) was the total list of persons who had received some type of contact from NWC consultants. This information was obtained from the consultant logs. The type of contact ranged from mailing of a brochure or informational materials to a personal onsite visit by the consultant. The total client group was 154. Two weeks following the initial mailout, a followup mailing was made to non-returnees. Results are presented in Appendix G.

   The return rate by state is shown in Appendix G, Table 1 and by group in Appendix G, Table 2. Overall, a 46 percent return rate may be

considered good. Tables 3 and 4, Appendix G, provide a breakdown of the survey returns by those respondents who gave "Yes" or "No" as their answer to Item 1, "Do you know about the Northwest Connection Project?" The proportion of those having knowledge of NWC was highest in Washington (62 percent).

The remainder of the data is summarized in Appendix G. Except for Item 1, the reported data is based only on those "yes" respondents, who then filled out the remainder of the survey giving their knowledge and opinions of the NWC.

By far the most effective awareness mechanism was the NWC brochure which an average of 63 percent of the respondents had seen. Other principal means of becoming aware included conversations with a consultant (33 percent), conversations with others (25 percent) and reading the Guide to Consultant Services (25 percent). Overall, the awareness information was seen to be moderately effective in providing an adequate picture of the project. It motivated about half the aware respondents (51 percent) to request assistance from NWC.

Sixty-three percent of the respondents indicated they had shared awareness materials with other people. The mailing list group had predominantly shared with teachers (an average of 6.6) and counselors (2.4). Persons in the client group had generally shared awareness materials with fewer people.

Fifty-two percent of the respondents claimed to have used the Guide to Consultant Services and generally appeared to feel it was convenient to use and gave the necessary information about how to use the services and about the available consultants. Sixty percent of the individuals said that the guide was easily accessible to them personally.

Forty-four percent of the respondents overall (including 33 percent of the client and 50 percent of the mailing list group) checked that they had requested assistance from the project. Forty-one percent had actually received help. The services received were generally rated good to excellent on the four dimensions of timeliness, relevance to the need, utility and comprehensiveness.

Conclusions

- Over half the returns received (55 percent) indicated that the respondent had heard of the Northwest Connection Project. Only 49 percent of the client group had heard of the project, while 59 percent of the mailing list group had.

- The most effective awareness mechanism was a Northwest Connection brochure mailed out to all school administrators of the NWREL regional mailing list.

- The awareness information was seen to be moderately effective and had motivated 51 percent of the respondents to request assistance from the project.

- Of those persons who actually received NWC services, they generally viewed them as good to excellent.

- The Guide to Consultant Services had been used by about 52 percent of the respondents and was seen as helpful and convenient to use.

- Respondents from the mailing list group had more positive responses than did respondents from the client group.

SECTION IV: ASSISTANCE EFFORTS

In order to document the assistance efforts, data were gathered to address the following questions: What types of assistance requests were received? What services were rendered? and How timely and relevant was the assistance that was received?

These questions are discussed below:

1. Question: What types of assistance requests were received by the NWC project?

   Findings: Of the Awareness Survey respondents (Appendix G), 29 made requests for materials or resources (47 percent), 26 made requests for onsite consultation on workshops (42 percent) and 7 made requests for telephone consultation (11 percent). Based on analysis of the Service Evaluation forms (Appendix F), 50 percent of the requests were for materials/resources, 33 percent for onsite consultation and 17 percent for telephone consultation.

   Conclusion: About one-half of the consultant service requests were for materials or resource information, about 30 to 40 percent of the requests were for onsite visits and approximately 10 to 20 percent of the requests were for telephone consultation.

2. Question: What services were rendered by NWC consultants?

   Findings: Awareness Survey respondents (Appendix G) indicated they received 43 percent materials or resources assistance, 41 percent onsite visits and 17 percent telephone consultation. Of the Client Services Survey responses (Appendix H), 36 percent indicated materials or resource services received, 39 percent onsite visits and 25 percent telephone consultation. A comparison of the number of responses in each category with the number of persons responding suggests considerable overlap of services. It is evident that more than one category of assistance was usually rendered to a given client (e.g., telephone consultation and materials sent).

   Conclusion: NWC services rendered were about 40 percent materials or resources and 40 percent onsite consultation. The telephone was used about 20 percent of the time as a form of consultation. Two or three categories of service were often rendered to a given client.

3. Question: To what extent was the assistance received timely and relevant?

   Findings: The Client Awareness Survey respondents (Appendix G), gave an approximate overall rating of "Good" (on a scale of Excellent, Good, Fair, Poor) to the services received in terms of the four dimensions of timeliness, relevance, utility and comprehensiveness. Client Service Survey respondents were also

asked to rate materials and telephone consultation on these four dimensions. Their ratings averaged somewhat higher with the mean ratings generally falling between "Good" and "Excellent." Respondents who received onsite visits were asked to what extent their expectations about the session were met (see Appendix I). On a scale of Very Well = 5 to Not at All = 1, the mean response was 4.80, which indicates very high congruence. A sample of participants in onsite visits were also surveyed and their responses were quite similar (Appendix I).

Service Evaluation forms (Appendix F) offered a three-point scale of Good, Fair and Poor for each of the dimensions. From 86 to 89 percent of the respondents fell in the "Good" category and two to three percent feel in the "Poor" category. This form also provided a three-point scale of Well, Somewhat and Little for response to the degree of congruence between the assistance rendered and the respondents' need. Eighty-four percent responded Well and three percent Little.

Conclusion: With only minor discrepancies, the services rendered by the NWC project may be considered timely and relevant to the needs of clients.

SECTION V: PROJECT MANAGEMENT

Data relating to project management sought to identify major problems encountered in managing this kind of peer assistance effort, to assess the role of the project steering committee and to make estimates of the cost effectiveness of providing NWC services.

Major Problems Encountered

- Maintaining Communication

  The major problem encountered in managing NWC was maintaining communication with the consultants regarding documentation of their activities. This problem had two primary dimensions.

  First there was the problem of consultants maintaining regular communication with the project office at NWREL. In order to facilitate such communication, a toll-free telephone line was installed so that consultants (and others in the region desiring to use the service) could call any time there was a problem or a matter needing discussion. In addition, consultants were asked to complete monthly logs in which their activity was to be summarized. In the event there wasn't time to complete the log, consultants were invited to telephone information to NWREL, where staff would transfer it to logs. But consultants were apparently indisposed to use logs as a reporting mechanism or to telephone regarding their activities.

  This is related to a second problem, namely that of keeping state career education coordinators informed of ongoing plans. Consultants had been asked to inform state coordinators of all plans to conduct onsite visits. The reason for this was to assure that career education activities would be in line with state career education plans. Yet consultants did only a fair job of keeping coordinators informed.

  Project staff, after reflecting on the problem and talking it over with state coordinators, consultants and others, have concluded that the cause of spotty communication was probably consultant discomfort with the "system"--knowing who needs to be kept informed and how to keep them informed. Consultants who had several opportunities to conduct onsite visits tended to be somewhat more inclined to communicate both with staff and state coordinators. But consultants who did not have many repeat experiences did not come to accept the need for keeping others informed. The problem was particularly acute for consultants who were receiving no requests. Such consultants, instead of getting in touch to plan how they might generate requests for service, tended to stay out of touch--thereby keeping staff totally uninformed. Avoiding this situation is of special concern for related kinds of efforts since there is some indication (through remarks made on the telephone during routine calls) that some consultants blamed themselves and felt they had failed by virtue of not having generated "business."

- Timing

  Timing of the project was not coordinated with the school year, hence services may not have been offered in such a way as to promote maximum usage. In response, project staff used the end of the 1979 school year (March-May) as a "trial" period for consultants. After the summer, potential clients had to be reminded of the service again.

- Locating Consultants

  In some categories it was difficult to locate a sufficient number of applicants to ensure a good selection. In part this may have been a function of the number of consultant categories (50). The number was quite high; however, it did ensure variety in the consultant pool.

  Another problem staff felt is that it was difficult to locate consultant applicants who might have been doing effective career education, yet were not necessarily receiving a lot of recognition for their work. The problem here is that staff hypothesize the existence of such a group of potential applicants, but do not have any solid information about whether or not this group actually exists.

- Involvement of Business, Labor, Industry, Community

  Perhaps the greatest disappointment of the project was the lack of requests for service emanating from outside the education world. Although numberous mailings to groups such as Chambers of Commerce were made, very little response came back. The unanswered questions here are: At what point and under what conditions do people outside education request assistance in career education from their peers? How can one build awareness of available services to the point where people will want to participate?

  Although project staff believed they were making efforts to deal with special problems of noneducators (noneducators spent a portion of initial training meeting separately; also a special followup session was held for them), perhaps more focus in training could have been given to generating requests for service from outside education.

- Differential Use of Consultants

  The problem here was that some consultants were very heavily utilized, while others were infrequently or never called on.

  In addition, the states of Washington and Alaska used consultant services--especially onsite services--heavily, while Montana and Oregon made comparatively light use of onsite services. Idaho seemed to be about in the middle. The following table shows location

of onsite services for a total of 98 reported visitations. The table shows the type of consultant providing the service.

State / Type of Consultant	Alaska	Idaho	Montana	Oregon	Washington	Totals
Elementary Teachers	6	3	2	2	5	18
Secondary Teachers	13	4	2	3	8	30
School Specialists	7	8	3	3	10	31
School Administrators	7	1	0	0	5	13
Noneducators	0	2	3	0	1	6
TOTALS	33	18	10	8	29	98

Frequency of Reported Onsite Services by State and Type of Consultant

A number of reasons may be advanced for why consultants were so differentially utilized. The following seem worthy of future investigation:

- Alaska has a tradition of utilizing outside consultants; also, as an isolated state, Alaska may welcome insights and observations that represent a fresh viewpoint.

- Washington had a highly visible and highly successful career education effort that had been underway for a number of years in Cashmere. Many NWC consultants had been a part of that effort, and they were already known for previous training and consulting work. Consequently Washington may have been better prepared to utilize consultant services than other states.

Advisory Board

Project staff feel the Project Advisory Board (Steering Committee) was a useful aspect of the project. The Steering Committee met twice during NWC. At each meeting members gave advice on policy issues and assisted with setting directions and establishing procedures for the project.

The Steering Committee took an active role in the process of identifying and selecting consultants. Committee members both nominated potential consultants and participated in the screening, rating and selection process. Steering Committee members were active as well in reviewing plans for the guidebook on peer interaction.

Perhaps the most important role played by Steering Committee members was that of supporting and promoting project activities in their home states. Every committee member gave evidence of supporting the project. While no data were collected on Steering Committee activities, informal conversations led staff to conclude that committee members were positive in their feelings about NWC and tried to influence others positively in the direction of using the service. At the same time it is fair to say that some committee members were substantially more active than others in promoting the use of the service.

Cost Effectiveness of NWC Services

Costs of providing and supporting NWC services are presented in the following figures. Figure V-1 displays costs incurred by consultants according to type of consultant. Travel costs; costs of paying substitutes; and postage, telephone, duplication and supplies costs are all displayed. Figure V-2 shows an average cost per consultant according to type of consultant.

In Figure V-3, total costs and costs per consultant for each kind of consultant activity are displayed. This figure shows clearly that costs of travel far outweigh other costs associated with the project.

Furthermore, examining the nature of onsite visitations that were made, we find that isolated states--Alaska and Idaho especially--account for over 50 percent of the number of onsite consultation services reported, and that those two states used predominantly consultants from out of state. Figure V-4 follows.

	Elementary Teachers	Secondary Teachers	School Specialists	School Administrators	Non-Educators	TOTALS
n	8	17	14	5	14	58
Travel Costs	4,986	9,444	11,610	2,041	2,534	30,615
Subcontract Costs	626	1,084	1,247	-0-	46	3,003
Postage Costs	113	141	113	-0-	75	442
Telephone Costs	154	221	549	1	22	947
Duplication Costs	123	247	171	48	26	615
Supplies & Materials Costs	555	212	1,048	-0-	5	1,820
TOTALS	6,557	11,349	15,070*	2,090	2,708	37,774
NWREL Indirect	1,613	2,791	3,708	514	668	9,294
TOTAL COSTS	8,170	14,140	18,778	2,604	3,376	47,068

*includes $332 in conference expenses not recorded elsewhere in table.

FIGURE V-1

	N	Total Costs	Average Cost Per Consultant
Elementary Teachers	8	8,170	1,021
Secondary Teachers	17	14,140	832
School Specialists	14	18,778	1,341
School Administrators	5	2,604	520
Non-educators	14	3,376	241
TOTALS	58	47,068	812

FIGURE V-2: Average Cost Per Consultants According to Type of Consultant

Costs of Consultant Activity / Type of Consultant	Telephone Costs		Materials Costs		Travel Costs		Costs For Substitutes		Other Costs		Total Costs	Average Per Consultant
	Total	Ave	Total	Ave	Total	Ave	Total	Ave	Total	Ave		
Elementary Teachers (N=8)	154	19	791	99	4986	623	626	78	1613	202	8,170	1021
Secondary Teachers (N=17)	221	13	600	48	9444	556	1084	64	2791	164	14,140	832
School Specialist (N=14)	549	39	1332	95	11,610	829	1247	89	4040	288	18,778	1341
School Administrators (N=5)	1	-0-	48	10	2041	408	-0-	-0-	514	103	2604	521
Non-Educators (N=14)	22	2	106	8	2534	181	46	3	668	48	3376	241
TOTALS (N=58)	947	16	2877	50	30,615	528	3003	52	9626	166	47,068	812

FIGURE V-3: Total and Average Costs for Consultant Activities

	Instate Consultants Used in Onsite Services	Out of State Consultants Used in Onsite Services	Total Onsite Services Reported
Alaska	2	17	33
Idaho	3	10	18
Montana	3	7	10
Oregon	6	0	8
Washington	9	7	29

FIGURE V-4: Analysis of Consultants Used to Provide Onsite Services

The willingness of some states to locate and use consultant expertise from outside their state boundaries is probably what accounts for the high travel costs. What is important to note is that when resources are made available, states appear willing to take advantage of them.

Costs associated with telephone, materials, postage and duplication are probably lower than actual costs. This is probably because some charges were not made to the project. More accurately, it is probably due to the unwillingness of the school to separate the cost so that it could be billed to NWC. In effect, schools and businesses contributed an unknown number of dollars to support consultants. The number is probably not high, but project staff have no access to data relating to these costs, so any discussion of them is purely speculative.

Table V-5 analyzes the costs of providing each type of consultant service. Again, costs of providing onsite services are far higher than costs of providing other types of services. However, given the distances in the region and the interest--especially in Alaska and Idaho--in utilizing out of state consultants, these costs do not seem out of line.

	Number Reported	Total Cost of Service	Cost Per Service	Cost Per Consultant (N=58)	Cost Per Reporting Consultant[1] (N=38)
Telephone Contacts	398	947	2.37	16	25
Materials Sharing/ Telephone Consultation	561	2877	5.12	50	75
Personal Visits, (Incoming, Outgoing)	344	Unknown[2]	Unknown	Unknown	Unknown
Onsite Visits	98	30,615[3]	312	528	805

FIGURE V-5: Analysis of Costs of Consultant Services

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[1] In this line, average costs are calculated only for the number of consultants who reported activities. Some 20 consultants, for unknown reasons, did not complete consultant logs.

[2] Consultants were asked to maintain logs of incoming and outgoing visits on issues related to NWC. Costs were not calculated for this service except, of course, for onsite visits, which are reported separately in the table.

[3] This figure reflects travel and per diem costs only.

SECTION VI: PROJECT IMPACT

Project impact was measured by gathering data to answer the following questions:

1. Question: Did the NWC project meet its intended outcomes vis a vis the following indicators?

   - Students and staff will engage in an increased number of career education activities.
   - A greater number of students and staff will be involved in career education.
   - Administrators will demonstrate a greater involvement in career education.
   - Community and business people will become more involved in career education.
   - Staff will develop or improve career education objectives, curriculum guides and materials.
   - Staff will increase in their awareness and use of externally developed career education materials.
   - Staff will become aware of and use new approaches for infusing career education concepts into their teaching.
   - Staff will continue cooperative planning and sharing of career education concepts and materials beyond the time the Northwest Connection consultant is involved.

   Findings: Based on the ratings of the services provided (Client Services Survey), it is clear that clients were generally satisfied that the NWC assistance met their needs and interests. However, while data were directly collected on this issue, the data must be viewed with some caution. Seventy to 80 percent of the Client Services Survey respondents indicated that, as a result of onsite visits, more career education was occurring and that staff were more aware of and using more materials and career education concepts in their teaching. The fewest number of respondents (about one-third) indicated that community and business people were more involved in career education.

   When participants were asked in the Onsite Visit Participant's Survey (see Appendix I) what they themselves were doing, over one-half indicated greater involvement in career education, but only two out of 14 had involved business or community people in career education.

In the NWC Consultants Survey (Appendix J) consultants were asked what they felt clients had gained. Most of the responses indicated that they felt clients had gained knowledge and skills that could be used in incorporating career education into their instruction.

Conclusion: Based on the data available, the NWC project has had satisfactory impact on the understanding and use of career education concepts and knowledge of career education materials and resources by instructional staff.

2. Question: On what basis do clients select consultants?

Findings: The Client Services Survey listed five possible reasons for selecting a consultant and asked respondents to rate the importance on a five-point scale, Very Important = 5 to Not at All Important = 1. The most important reason was that the consultant had actually worked in the client's type of situation. Referral or recommendation was next most important and knowing the consultant in advance and geographic proximity[1] were the lowest priorities.

Conclusion: Consultants were generally selected because of their knowledge and understanding of the client's situation.

3. Question: What benefits occurred to consultants as a result of participation in the NWC cadre?

Findings: The Consultants Survey (Appendix J) asked consultants to rate a number of possible benefits on a scale of No Benefit = 1 to Benefited a Great Deal = 5. Items rated highest were "gained greater understanding of my own strengths and limitations" and "gained in consultant skills." Rated the lowest was "received other (non-NWC) consulting requests." However, even this item did not receive the lowest ratings by all (mean of 2.66). Several other items were also added as benefits. Finally, a positive mean rating of 4.24 was given to their overall perception of the effects of participation and 33 out of 39 indicated they would do it over again.

Conclusion: Many of the consultants benefited professionally from their participation.

4. Question: What problems or obstacles were encountered by consultants?

Findings: The consultants rated potential problems on a scale of No Problem = 5 to A Serious Problem = 1. None of the problems were perceived by most as serious; however, the greatest concern appeared

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[1] It may be speculated that geographic proximity would become more important if the client were required to pay travel expenses.

to be disruption in continuity in carrying out their jobs. Consultants listed other problems they encountered. Three mentioned not being able to find the extra time required to do a good job. Continuity in carrying out the job was rated as more of a problem by school administrators than by other groups.

Teachers may have encountered an obstacle because they are sometimes less able to receive and place telephone calls than some of the other categories of consultants. On the Consultants' Survey, teachers rated the checklist for telephone calls as less useful than all other groups.

Conclusion: No serious obstacles to participation seem to have been encountered. In future efforts, when telephone services are expected to play an important role, access to telephones may need special attention in the case of teachers. Clients, too, must be made to understand that they might not talk immediately to the consultant they are calling. In the Northwest Connection, consultants were expected to return calls within 24 hours, a practice which seemed to work well.

SECTION VII: SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

Awareness Efforts

- Awareness efforts were successful.
- The NWC brochure was the most effective awareness mechanism.
- The Guide to Consultant Services was also an effective awareness mechanism; it was viewed as helpful and easy to use.
- It is important to give careful attention to planning awareness activities; many audiences will need multiple contacts before they use available services.

Assistance Efforts

- About half of the requests for consultant services were for materials or resource information; 30-40 percent were for onsite visits and 10-20 percent were for telephone consultation.
- Consultants reported that they rendered services as follows: about 40 percent were materials or resource services; 40 percent were onsite consultation and 20 percent were telephone consultation services.
- Services were perceived as timely and relevant to client needs.

Project Management

- Maintaining communication with consultants regarding documentation of their activities was the major problem in managing the Northwest Connection.
- Project timing was not coordinated with the school year planning cycle; thus services were not utilized as effectively as they might have been.
- There may have been additional career education practitioners available in the region whose expertise was not tapped for this project becuase they had not received extensive recognition for their work.
- There was a lack of requests for service from outside the education sector.
- Consultants were unevenly utilized; some skilled persons did not receive the opportunity to show their skill.
- The project Steering Committee made a positive and important contribution to the success of the project.

- Costs of providing onsite services are high; however, that is to be expected given costs of travel and the distances involved in the Northwest region; costs of providing materials and telephone consultation are much lower.

Impact of the Northwest Connection

- Northwest Connection services increased the amount of career education in classrooms in the Northwest; staff reported gaining knowledge and skills that were useful in incorporating career education into their instruction.

- Impact of the Northwest Connection was primarily on school building, classrooms and individual teachers; there was little visible impact on non-school persons or institutions.

- Impact of the Northwest Connection was region-wide; although there were differential rates of usage of services among the participating states, all states took advantage of services and were quite willing to utilize the services of persons from other states; a peer-interaction network was truly formed.

Knowledge Development: How Consultants are Selected

- Consultants were generally selected because of their knowledge and understanding of the client's situation.

- Consultants benefited professionally from participation in this project.

- Consultants felt able to fit the consultant role into their ongoing activities with only minor disruptions.

APPENDIX A

ALPHABETICAL LISTING OF CONSULTANTS

Duane K. Altig, Portland, OR
Senior high social studies

Ronald Anderson, Wilsonville, OR
Involving business organizations

Gail Bateman, Vale, OR
Primary grades (K-3)

Martin Birnbaum, Molalla, OR
Gifted and talented

Mae Rene Bordwell, Anchorage, AK
Involving business organizations

Nancy Brenize, Monmouth, OR
Junior high math

Dorothy Brunner, Cashmere, WA
Advisory committees

Phil Burkhart, Pocatello, ID
Career education administration

Robert Charlton, St. Anthony, ID
Special education

Clara Cichosz, Billings, MT
Involving large business/industry

Glenda Clemmons, East Graham, WA
Junior/senior high physical education

Carolyn Covington, Palmer, AK
Occupational placement

Rick Coxen, Corvallis, OR
Primary grades (K-3)

Jeri (Geraldine) Dickinson,
Eugene, OR
Special education

George Dignan, Tacoma, WA
CETA/YEDPA collaboration

Richard Duncan, Beaverton, OR
Junior high science

Mary Fenton, Great Falls, MT
Involving small business

Minnie Frasier, Missoula, MT
School libraries and media centers

Levon Ahtone French, Billings, MT
Reducing race stereotyping in career education

Adele Fuhrer, Leavenworth, WA
Junior high English

Lena LaRae Glennon, Tacoma, WA
Reducing sex stereotyping in career education

Bernadette Griffith, Cashmere, WA
Career education administration

Louis Hammer, Eugene, OR
Junior/senior high industrial arts

Judy Harding, Helena, MT
Kindergarten

Frances Harper, Corvallis, OR
Junior/senior high home economics

James Harris, Beaverton, OR
Involving community service organizations

Norman Jacobson, Missoula, MT
Senior high science

Jim Jaggers, Oregon City, OR
Junior high social studies

Loren Johnson, Missoula, MT
Senior high math

Richard D. Johnson, Cashmere, WA
School district administration

Richard E. (Pete) Johnson
Anchorage, AK
Senior high vocational counseling

Marie Kane, Wenatchee, WA
Junior high counseling

Patricia Keeley, Butte, MT
Involving parents

Kathy Lautensleger, Cashmere, WA
Intermediate grades (4-6)

Carol Loudon, East Wenatchee, WA
Senior high English

Jan Marie May, Newport, OR
Junior/senior high work experience

Barbara Myrick, Eugene, OR
Junior/senior high music

Ellen Neal, Salem, OR
Junior/senior high business

Susan Nebrija, Salem, OR
Involving youth-serving organizations

Bert Nixon, Pingree, ID
Junior high school administration

James O'Neill, Tacoma, WA
Junior/senior high foreign language

Tom Pileggi, Tigard, OR
Junior/senior high art

Art Pugh, Portland, OR
Involving large business/industry

Jerry Randolph, McCall, ID
Senior high counseling

John Reynolds, Seattle, WA
Advisory committees

Ted Roberts, Castle Rock, WA
Senior high vocational education

Lewis Santoro, Kodiak, AK
Primary grades (K-3)

Nancy Sigloh, Dundee, OR
Intermediate grades (4-6)

Sherry Silvers, Nampa, ID
Intermediate grades (4-6)

Ruth Smith, Rexburg, ID
Involving small business

Kristin Smyka, Missoula, MT
Primary grades (K-3)

Donald Staudenmier, Gresham, OR
Involving organized labor

Charles Strand, Miles City, MT
Elementary school administration

Don Tank, Dundee, OR
Senior high school administration

Marilyn Templeton, Missoula, MT
Title I

Pina Williams, Portland, OR
Involving organizations representing special populations

John Zaugra, Pocatello, ID
Evaluation

George Zellick, Missoula, MT
School district administration

APPENDIX B

the northwest connection
a career education consulting service for alaska, idaho, montana, oregon and washington

consultant training questionnaire

directions: READ THE ASSISTANCE PLAN. Think about your consulting skills and knowledge as they relate to the consulting services described in the Assistance Plan. Check the appropriate places to give us an indication of your skill/knowledge in consulting areas. Check the appropriate places to indicate your feeling of need for each training activity. Finally, give us your opinion on the amount of time to devote to each training activity by checking the appropriate column. Use the self-addressed envelope to return the questionnaire to us. Please sign the form. The information will be held confidential. PLEASE RETURN THE QUESTIONNAIRE BY FRIDAY, FEBRUARY 2, 1979. Thanks.

CONSULTING AREAS / *training activities*	*my skill knowledge in this area*					*my need for this training activity*					No Response	Mean
	none		*moderate*		*extensive*	*none*		*moderate*		*extensive*		
	1	2	3	4	5	1	2	3	4	5		
PROJECT PURPOSES AND PROCEDURES	3	29	61	8	0						13	2.7
Reading Various Materials describing Project Purposes, Procedures and Responsibilities before coming to the Workshop						7	20	35	28	11	5	3.2
Presentation Giving National Perspective on Career Education						2	14	44	24	16	1	3.4
Presentation Giving Project Overview						0	6	44	26	24	1	3.7
Presentation Giving Workshop Objectives and Expectations						0	10	31	33	27	2	3.8
CREATING AWARENESS AND USE OF THE NORTHWEST CONNECTION CONSULTANT SERVICES	17	31	44	8	0						15	2.4
Presentation highlighting the plans to create awareness of the consulting service and get people to use the service						0	2	35	33	29	3	3.9

CONSULTING AREAS training activities	my skill/knowledge in this area					my need for this training activity					No Response	Mean
	none 1	2	moderate 3	4	extensive 5	none 1	2	moderate 3	4	extensive 5		
Listening to and critiquing sample awareness presentations that you and other consultants can use with groups to create interest and awareness of the service						0	6	33	39	22	2	3.8
Developing or copying materials to use in awareness presentations						2	6	32	32	28	4	3.8
ASSESSING CLIENT NEEDS	15	19	35	27	4						25	2.8
Demonstration of techniques to assess client needs. This will include techniques of telephone questioning, on-site (face to face) questioning and paper and pencil instruments						4	4	26	34	32	1	3.9
Summary discussion of client needs assessment techniques						4	0	47	28	21	4	3.6
PLANNING CONSULTANT SERVICES WITH CLIENT	18	21	39	18	3						18	2.7
Presentation highlighting consultant service planning processes						0	4	29	38	29	6	3.9
Role playing consultant planning with clients						6	23	51	11	9	4	2.9
PROVIDING CONSULTANT HELP BY:												
CONDUCTING TELEPHONE CONSULTATION	10	16	47	25	2						2	2.9
SHARING MATERIALS	2	6	29	45	18						2	3.7
FACILITATING ON-SITE TEAM PLANNING	10	29	37	12	12						2	2.9
CONDUCTING IN-SERVICE DELIVERY	6	10	37	41	6						2	3.3
MAKING MEDIA PRESENTATIONS	8	20	34	28	10						1	3.1
CONDUCTING SIMULATION/ROLE PLAYING SESSIONS	14	22	43	20	0						2	2.7
LEADING BRAINSTORMING SESSIONS	6	19	34	36	4						4	3.1

CONSULTING AREAS training activities	my skill/knowledge in this area					my need for this training activity					No Response	Mean
	none 1	2	moderate 3	4	extensive 5	none 1	2	moderate 3	4	extensive 5		
LEADING GROUP PROBLEM SOLVING SESSIONS	3	36	39	21	0						18	2/8
Presentation to highlight consultant services, procedures and priorities						0	2	52	33	13	3	3.6
Role playing consultation service episodes, including telephone consultation, on-site team planning and in-service delivery						2	20	45	18	14	2	3.2
Presentations on career education plans and activities in each of the five states						0	8	24	30	38	1	4.0
Presentations on major resource systems for career education such as the National Center for Career Education, the Career Information System, ERIC, IPAR, and state and regional talent banks						2	8	20	32	38	1	4.0
Previewing a wide range of career education materials						0	16	28	18	38	1	3.8
Developing or copying materials that can be shared with individuals requesting this type of service						0	19	27	23	31	3	3.7
Discussion on consultant services, procedures and priorities						0	10	39	29	22	2	3.6
EVALUATING CONSULTANT SERVICES AND PROCEDURES	24	24	47	6	0						17	2.4
Presentation highlighting service and project evaluation procedures and responsibilities						2	4	32	34	28	1	3.8
Practice in filling out evaluation forms, summarizing the results of consultant service evaluation and drawing conclusions about follow-up service needs based on evaluation data						2	16	28	30	24	1	3.6
CONSULTANT AND PROJECT MANAGEMENT, PROCEDURES AND RESPONSIBILITIES	25	33	28	8	6						15	2.4
Presentation and discussion on project budget, reports, records and approval procedures						0	12	36	20	32	1	3.7

CONSULTING AREAS training activities	my skill/knowledge in this area					my need for this training activity					No Response	Mean
	none 1	2	moderate 3	4	extensive 5	none 1	2	moderate 3	4	extensive 5		
Practice in filling out expense reports						5	27	46	9	14	7	3.0
Preparation of a plan for your work during the three months following training. The plan will include activities to learn what others are doing in your speciality area, activities to make people aware of the service, activities to collect materials from other people working in your specialty area and consulting activities						0	2	19	25	54	3	4.3

What are your expectations for the training workshop?

_____

_____

_____

_____

_____

_____

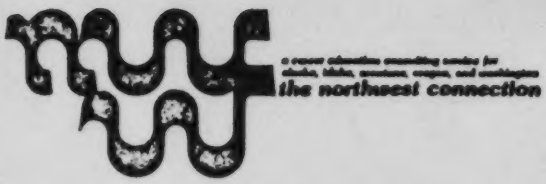
_____

I will stay for the optional day, Thursday, March 8, 1979. ☐ yes ☐ no

Signature

_____

APPENDIX C



Training Plan

Red Lion Motor Inn at
Jantzen Beach
Portland, Oregon
March 4-8, 1979

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
SUNDAY, P.M.				
3:00-5:00	Registration • Notebooks • Name tags			
4:30-5:30	Informal Social Hour (Cash bar)			
5:30-7:00	Dinner • Welcome • Introductions			Larry Fish Bob Blum
7:00-8:00	National Perspective			Ken Hoyt
8:00-8:30	Overview of Project Overview of training - What's going to happen over three days Scheme of training Goals for individual planning	Provide context for training, for evening's activities	Clear expectations for training	Bob Blum

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
SUNDAY, P.M.				
8:30 -	Materials Display Questions continued Informal meeting	Orient group to materials displayed Clarify individual questions	Share information, positive climate	Bob Blum
MONDAY, A.M.				
7:00-8:00	Breakfast			
8:00-9:00	Introduction and formation of Participant work groups (10 groups of 6-7)	Continue introductions; form groups to facilitate discussion, sharing, planning and learning	Participants will have group with which they can identify	Bob Blum Greg Druian
9:00-9:30	Overview of Day's Activities Including: 1) focus on training "strands" (also trainers modeling consultant behavior) 2) focus on feedback at end of day 3) focus on individual plan 4) focus on NW Connection consultation process 5) focus on questionnaire/ survey feedback 6) focus on workshop as learning mode and having fun	Provide context for activities; set norms	Continue to clarify expectations	Bob Blum

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
MONDAY, A.M.				
9:30-10:30	Creating Awareness of Northwest Connection Services	Understand Northwest Connection Awareness Plan Increase knowledge of possibilities for creating awareness	Participants will understand blocks to communication Participants will know public relations techniques	Marcia Douglas Mary Fenton
10:30-10:45	Break			
10:45-11:15	Building Awareness Plans			
	Individual/work group activity Discussion Facilitators as resources	Allow participants to assimilate and reflect on what went on in introduction Allow opportunity to use facilitators as resources in building plans	Participants will develop a plan for awareness activities	Marcia Douglas Mary Fenton
11:15-11:45	Introductions to Team Planning	Expose participants to concepts of team planning and set context for later team planning activities	Participants will understand concept of team planning	Frank diFrancesco
11:45-12:00	Housekeeping Questions about meals; When we reconvene; Other questions			Bob Blum
MONDAY, P.M.				
12:00-1:00	Lunch			

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
MONDAY, P.M.				
1:00-2:30	Assessing Client Needs	Give participants skill and practice in active listening and paraphrasing as used in needs assessment process	Participants will understand how to carry out client needs assessment within the consultation process	Susan Sayers Virginia Thompson
		Give participants a chance to practice assessing client needs	Participants will increase confidence in their ability to carry out assessment needs	
2:30-2:45	Break			
2:45-3:15	Team Planning			
	Observation Number 1	Review team planning activity Discuss what has happened	Increase understanding of team planning	Frank diFrancesco
3:15-4:30	Planning With Clients			
	Awareness of planning processes Develop planning form for Northwest Connection use	Give participant understanding and skill in planning with clients to meet identified needs	Increase skill in diagnosing and planning for consultation	Virginia Thompson Susan Sayers

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
MONDAY, P.M.				
4:30-4:50	Day One Assessment			
	What was most useful thing? What was least useful? What was most fun/involving? What was least fun/involving?	Assess the benefits of the day and gain information to adjust schedule as needed to meet expectations of trainees	Listing of suggestions about training needs	Greg Druian
4:50-5:00	Housekeeping			
	Non-school people stay to check whether special needs are being met	Assess feelings of non-school educators about the training	Suggestions about special needs to be met and how	Greg Druian Bob Blum
5:00-7:00	Dinner			
7:00-7:45	Career Education in Oregon			
	State plan Resources in the state	Introduce all consultants to plans, procedures and expectations in Oregon	Know how to work with State Coordinator and use available resources	Tom Williams
7:45-8:00	Individual Planning and Follow-up Meetings with Workshop Facilitators			
	Description of individual planning opportunities/resources/ expectations; ground rules	Allow participants opportunity to assimilate information; generalize from skill practice	Participants will work on developing own materials, processes and meet with workshop facilitators	Bob Blum

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
MONDAY, P.M.				
8:00-	Individual Planning and Follow-up Meetings with Workshop Facilitators (cont).			
	Individual planning People on own and/or with work groups; facilitators available until 9:00 (or consultation in specified locations)	Allow an opportunity to work individually with facilitators: Frank diFrancesco Susan Sayers Virginia Thompson Mary Fenton Marcia Douglas John Davies		
TUESDAY, A.M.				
7:00-8:00	Breakfast			
8:00-8:30	Warm-up and expectations for day (modifications in agenda)	Provide opportunity to experience helps/ blocks to effective consultations in low threat way	Increase willingness to engage in task behavior	Greg Druian
8:30-9:30	Consultant Services - Priorities and Procedures	Provide opportunity to discuss and explore rationale for consultant priorities Provide opportunity to relate consultation process to priorities	Participants will understand the priorities and procedures	Bob Blum

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
TUESDAY, A.M.				
9:30-10:00	Team Planning			
	Observation Number 2	Review team planning activity Discuss what has happened	Increased understanding of team planning	Frank diFrancesco
10:00-10:30	Break			
10:30-11:15	C.I.S., Regional Exchanges and ERIC			Jeff Wiles Greg Druian
11:15-12:00	Career Education in Montana			
	State Plan Resources in the state	Introduce all consultants to plans, procedures and expectations in Montana	Know how to work with State Coordinator and use available resources	Pat Peeley
TUESDAY, P.M.				
12:00-1:00	Lunch			
1:00-1:45	Team Planning			
	Final Analysis and discussion	Review plans of team Review team planning process Discussion of team planning	Increase understanding of team planning	Frank diFrancesco

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
TUESDAY, P.M.				
1:45-3:15	Conducting Inservice			
	Interaction Motivation Clarification	Introduce consultants to interesting approaches to and tools for inservice sessions	Consultants will have new ideas about how to conduct inservice sessions	John Davies
3:15-3:30	Break			
3:30-4:15	Career Education in Alaska			
	State plan Resources in the state	Introduce all consultants to plans, procedures and expectations in Alaska	Know how to work with State Coordinator and use available resources	Gary Fuller
4:15-5:00	Day Two Assessment	Allow participants to influence workshop design	Participants will increase feelings of responsibility for outcomes of workshop	Greg Druian
5:00-7:00	Dinner			
7:00-8:00	One-to-One Consultation (pairs)			
	Consultation styles Role play Feedback Work/group debrief	Opportunity to try out consultation and receive feedback	Build consultation skill, awareness of own style	Greg Druian

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
TUESDAY, P.M.				
8:00-9:00	Individual Planning			
	Workshop facilitators available until 9:00	Allow an opportunity to work individually with facilitators: Frank diFrancesco Virginia Thompson Mary Fenton Marcia Douglas John Davies		Greg Druian
WEDNESDAY, A.M.				
7:00-8:00	Breakfast			
8:00-8:15	Feedback of Day Two Assessment			
	Overview of day with modifications	Clarify expectations		Bob Blum
8:15-9:15	Evaluation of Services	Give participants an opportunity to create criteria for successful consultation	Participants will increase skill in evaluating success of consultation efforts	Tom Owens Greg Druian
9:15-10:15	Career Education in Washington			
	State plan Resources in the state	Introduce all consultants to plans, procedures and expectations in Washington	Know how to work with State Coordinator and use available resources	Bert Bell
10:15-11:15	Break			

TIME	ACTIVITY	PURPOSE	EXPECTED OUTCOME	PERSON CONDUCTING
WEDNESDAY, A.M.				
10:30-11:15	Administrative Procedures			
	Question and Answer Discussion	Assure that each consultant knows administrative procedures; priorities, records, expenses, etc.		Bob Blum
11:15-12:00	Career Education in Idaho			
	State plan Resources in the state	Introduce all consultants to plans, procedures and expectations in Idaho	Know how to work with State Coordinator and use available resources	Leila Lewis
WEDNESDAY, P.M.				
12:00-1:00	Lunch			
1:00-2:00	Finish Individual Plans and Share			Greg Druian
2:00-3:00	Closing Activities			
	Planning for follow-up workshop			Bob Blum
	Closing statements			
THURSDAY	(Optional)			
	Individual planning			
	Preview materials			
	Develop materials			
	Practice in consultation			
	Visits to career education programs in Portland			

APPENDIX D

the northwest connection

EXPENSE LIST

Please keep track of all NWC expenditures on this form. Submit the list, receipts and a signed Expense Report Form monthly (but not unless you have at least $20.00 in expenditures). Northwest Connection staff will transfer your expense list onto the Expense Report Form and process it for payment. You must submit a receipt for any expense over $10.00.

Item	Date of Expenditure	Purpose	Computation	Amount to be Reimbursed	Receipt Attached
			TOTAL		

White Copy - NWREL
Canary Copy - Consultant

APPENDIX E

Type of Consultant \ Type of Contact	Telephone Contacts Reported	Mail Contacts Reported	Personal Visits Reported
Elementary Teacher (N=8)*	121	144	139
Secondary Teacher (N=12)	109	268	86
School Specialist (N=11)	121	116	67
School Administrator (N=3)	4	6	19
Community (N=4)	43	27	33
TOTALS (N=38)	398	561	344

FIGURE A

Location of Consultant \ Type of Contact	Telephone Contacts Reported	Mail Contacts Reported	Personal Visits Reported
Alaska (N=4)	39	36	65
Idaho (N=4)	33	30	57
Montana (N=9)	158	136	92
Oregon (N=12)	144	229	80
Washington (N=9)	24	130	50
TOTALS (N=38)	398	561	344

FIGURE B

*N is the number of different consultants who reported, not the total number of consultants in this category

FIGURES A & B: Number of Contacts Reported by Type of Contact and Type and Location of Consultant

		Contacts with School Staff	Contacts with Community	Contacts with other Consultants	Contacts Reported but Unclear with Whom
TYPE OF CONSULTANT	TOTAL NUMBER OF CONTACTS REPORTED (N=38)	919	108	152	65
	Elementary Teacher (N=8)	308	19	48	14
	Secondary Teacher (N=12)	339	30	46	18
	School Specialist (N=11)	199	28	36	24
	School Administrator (N=3)	21	1	2	5
	Community (N=4)	52	30	20	4
LOCATION OF CONSULTANT	Alaska (N=4)	80	12	33	10
	Idaho (N=4)	107	5	7	0
	Montana (N=9)	282	38	42	17
	Oregon (N=12)	284	41	64	20
	Washington (N=9)	166	12	6	18

FIGURE C: Analysis of Kinds of Contacts Reported by Consultants

		Awareness Service	Other Services (Telephone, Materials or Onsite)	Services to Another Consultant	Services Reported but Kind Unclear
TOTAL NUMBER OF SERVICES		342	758	152	45
TYPE OF CONSULTANT	Elementary Teacher	101	254	48	5
	Secondary Teacher	129	257	47	24
	School Specialist	76	181	35	6
	School Administrator	12	12	2	0
	Community	24	54	20	10
CONSULTANT LOCATION	Alaska	57	58	33	6
	Idaho	44	68	6	0
	Montana	87	240	42	9
	Oregon	84	272	65	23
	Washington	70	120	6	7

FIGURE D: Analysis of Services Reported By Consultant

APPENDIX F

NWC Service Evaluation

Table 1

Type of Service Requested by Position of Requester

	Elementary Teachers	Secondary Teachers	School Specialists	School Administrators	Business/ Community	Total
Materials	4*	15	29	15	5	68
Telephone Consultation	3	8	7	4	1	23
Onsite Consultation	5	16	15	5	3	44
	12	39	51	24	9	135

* Number of Responses

Table 2

How Well Service Received Corresponds to Need

	Well	Somewhat	Little
Materials	77*	6	0
Workshops	40	13	2
Presentation	17	2	2
Onsite Consultation	23	5	1
Other	6	1	0
Total	163	27	5

*Number of Responses

Table 3

Overall Rating of Services on Four Dimensions

	Good	Fair	Poor
Timeliness	172*	19	4
Relevance	172	16	6
Helpfulness	172	20	4
Conprehensiveness	161	21	5

*Number of Responses

APPENDIX G

NORTHWEST CONNECTION PROJECT

AWARENESS SURVEY

This brief form is to obtain your confidential feedback on the awareness efforts and services provided by the Northwest Connection Project. Information will be tabulated and used to improve future awareness efforts and services of the project, so your candid responses are appreciated. *(Please disregard the numbers in parentheses; they are for keypunching use only.)*

Your name _____ Address _____

Title/Position _____ Telephone _____

School/Agency _____

1. Do you know about the Northwest Connection Project?
   Percent of Total Returns (See Tables 3 and 4)
   55.1 Yes * 44.9 No

PERCENT OF RESPONDENTS

2. How did you become aware of the Northwest Connection Project services? *(Check all that apply)*

	C **	M ***			C	M	
	60.6	64.1	Brochure	x	21.2	39.1	Conversation with Consultant
	9.1	15.6	Poster		27.3	23.4	Conversation with someone other than consultant
	15.2	17.2	News article		12.1	10.9	Other *(Please specify)* _____
	21.1	18.8	Conference				(See Attached)
x	18.2	28.1	Guide to Consultant Services				

3. How effective was the awareness information in giving you an adequate picture of the Project?

	C	M			C	M		$\bar{x}$ C	$\bar{x}$ M
1.	15.2	35.9	___ Very effective	3.	18.2	20.3	Slightly effective	2.15	1.91
2.	60.6	40.6	___ Moderately effective	4.	6.1	3.1	Not effective		

4. Did the awareness information motivate you to request assistance from the Project?

C	M		C	M
33.3	56.3	___ Yes	63.6	43.8 No

*This percentage is based on those who returned the questionnaire and responded that they knew about the NWC.

**C=Client Group

***M=Mailing List

5. a. Have you shared any awareness materials about the project with other people?

C	M		C	M	
60.6	64.1	Yes	39.4	32.8	No

b. If yes, with what types of people and approximately how many? *(Please put the number of people in front of the appropriate categories)*

C	M		C	M	
1.6	6.6	teachers	1.3	1.3	community people
1.2	1.8	administrators	1.1	---	students
.3	2.4	counselors			others *(Please list)* _____
---	1.5	parents			(See Attached)

6. a. Have you used the Guide to Consultant Services?

C	M		C	M	
39.4	57.8	Yes	60.6	39.1	No

b. If yes, was it convenient to use?

C	M		C	M	
42.4	53.1	Yes	6.1	4.7	No

c. Did it answer your questions about how to use the services?

48.5	60.9	Yes	9.1	3.1	No

d. Did it give you the right kind of information about available consultants?

45.5	57.8	Yes	6.1	4.7	No

e. Is the Guide easily accessible to You?

C	M		C	M	
48.5	65.6	Yes	15.2	6.3	No

f. Where is the Guide physically located? _____

(See Attached)

g. If you answered No to b through e, please add comments that might help us. _____

(See Attached)

7. a. Have you requested any help or assistance from the project?

33.3	50.0	Yes	57.6	46.9	No *(If no, please skip to question 10)*

b. If yes, what type of help was requested? _____

(See Table 1)

c. From whom was it requested? _____

d. If you requested no help, please state why. _____

(See Attached)

8. a. Did you actually receive help from the Northwest Connection?

C	M		C	M	
27.3	48.4	Yes	27.3	17.2	No

b. If yes, what assistance did you receive? _____

(See Table -2)

c. If you requested help but did not receive it, are you satisfied with the reasons given?

6.1	6.3	Yes	3.0	4.7	No

If no, please comment. _____

(See Attached)

9. Please note the following aspects of the service you received by circling a number under Excellent, Good, Fair, Poor or Not Applicable.

	TOTAL OF GROUPS					$\bar{x}$	
	Excellent	Good	Fair	Poor	N/A	C	M
a. Timeliness (Was the help provided when you needed it?)	21.1	15.8	2.1	3.2		1.6	1.7
b. Relevance (Was the help directly related to what you needed?)	18.9	14.7	5.3	3.2		2.1	1.7
c. Utility (Was the help useful to you and others?)	18.1	12.8	7.4	3.2		2.3	1.8
d. Comprehensiveness (Was the help adequate to meet your needs or get you off to a good start?)	14.9	13.8	8.5	4.3		2.2	2.0

10. What suggestions do you have for improving the services or operations of the project? _____

(See Attached)

TABLE 1

SURVEY RESPONSE RATES BY STATE

STATE	TOTAL NUMBER MAILED	TOTAL RETURNED	RETURN RATE
Alaska	81	36	44.4
Idaho	48	22	45.8
Montana	76	23	30.3
Oregon	76	35	46.1
Washington	103	53	51.4
Unidentified	---	7	---
TOTAL	384	176	45.8

TABLE 2

SURVEY RESPONSE RATES BY MAILING LIST
OR CLIENT GROUPS

STATE	TOTAL NUMBER MAILED	TOTAL RETURNED	RETURN RATE
Mailing List	230	108	47.0
Clients	154	68	44.1
TOTAL	384	76	45.8

TABLE 3

PROPORTION OF RETURNS WITH KNOWLEDGE OR NO KNOWLEDGE OF NORTHWEST CONNECTION BY STATE

STATE	NUMBER OF RETURNS	KNOWLEDGE OF NORTHWEST CONNECTION?	
		%	%
		YES	NO
Alaska	36	52.8	47.2
Idaho	22	59.1	40.9
Montana	23	52.2	47.8
Oregon	35	51.4	48.6
Washington	53	62.3	37.7
Unidentified	7	28.6	71.4
TOTAL	176	55.1	44.9

TABLE 4

PROPORTION OF RETURNS WITH KNOWLEDGE OR NO KNOWLEDGE OF NORTHWEST CONNECTION BY MAILING LIST OR CLIENT GROUP

GROUP	NUMBER OF RETURNS	KNOWLEDGE OF NORTHWEST CONNECTION?	
		%	%
		YES	NO
Mailing List	108	59.3	40.7
Clients	68	48.5	51.5
TOTAL	176	55.1	44.9

NW CONNECTION PROJECT CLIENT SURVEY QUESTIONNAIRE - AWARENESS

2. How did you become aware of the NW Connection Project series?

Regional Coordinator.

State Dept. of Education.

We have consultant in our own district.

Workshop presentation.

Correspondence with staff.

Was requested to nominate candidates for N.W.C.

5. Have you shared any awareness materials about the project with other people? If yes, with what types of people and approximately how many? Other...

- Paraprofessionals
- Librarian

6. Where is the Guide <u>physically</u> located?

- Curriculum library (4)
- Personal file cabinet (24)
- Teachers lounge (4)
- By the telephone
- Counseling office/Career Ed Center (17)
- Classroom (6)
- Principal's office (8)
- I lost it!
- In my notebook that I carry with me
- Library - Career Awareness Center (4)
- Voc. Director's office (2)
- Career Ed. office

- Youth Program office

6.g. If no, comments

- Have never utilized information
- No need at this time

7. c. From whom was it requested?

- N.W.C.
- Tom Williams and Nancy Siglah
- People listed with primary materials
- Dick Duncan (3)
- Bernie Griffith (3)
- George Dignan (2)
- Elementary "helpers" in Montana & Oregon
- Jim O'Neill
- Carol Loudon
- Duane Altig
- N. Anderson
- Jim Jaggers (2)
- Tom Pallige
- L. Johnson
- G. Clemons
- J. Randolph
- A. Fuhrer
- L. Santoro
- K. Symka
- M. Frasier
- M. Templeton
- M. Kane
- P. Johnson
- M. Krammerer
- G. Fuller

7.d. No help, why?

- "Saw no need"
- Didn't require any.
- Not aware of services available, cost, location etc. (4)

10. What suggestions for improving project?

- Better cooperation/support
- Better follow-through on part of teachers
- Material too specific to relate to curriculum (3)
- Need more time to utilize consultants for site visits
- Set up Spring show with different career site each day
- Extend program for another year or two
- People need better awareness of program/newsletters mailings (2)
- Better communication of consultants (3)
- School district need more time to work into curriculum
- More personable consultants
- More personal contact vs. mass mail-outs (7)
- Make information on curriculum guides, summaries etc. more available
- More awareness of services, program etc.
- Large schools need 4 or 5 "guides"
- "More promptness"
- Need staff time for use of assistance
- "Clearinghouse" for people to get in personal contact with consultant when necessary
- Continue present communication
- Need group presentation in local districts

Table

Item 7b: Type of Assistance Requested by Awareness Survey Respondents

Onsite consultation/workshops (25)

Materials/information (18)

Career education/awareness programs/information (9)

Telephone consultation (7)

Gifted and talented (1)

Speakers for district staff inservice (1)

Individual instruction of Home Economics committee (1)

Help from Spanish teachers and work full-time in Career Center (1)

Table

Item 8 b: Types of Assistance Received by Awareness Survey Respondents

Onsite consultation/workshops (22)

Printed materials/report/course outline (17)

Telephone consultation (9)

Names/resources for additional information (6)

Career education development (1)

Help in individualizing instruction (1)

Received little help/got the "run-around" (3)

APPENDIX H

NORTHWEST CONNECTION CLIENT SERVICES SURVEY

1. What services did you receive from the NWC consultant? (We are interested in knowing whether you received: a) information/advice over the phone, b) materials or resources as well as c) any onsite visits.)

1.	Information/advice over the phone	17*
2.	Materials on Resources	25
3.	Onsite visits	27

		MEAN	MINIMUM	MAXIMUM
2.a	How many NWC consultants have you used?	2.95	1	34

If you have used more than one, please respond to the remaining questions in terms of the consultant or team of consultants you used most recently

2.b Consultant name(s): _____

From: _____
City, State

3. Please indicate the extent to which each of the following were important reasons for selecting this consultant:

	Very Important		Not at all Important
a. geographic proximity		M** 2.25 (SD) (1.34)	
b. the consultant has actually worked in my type of situation (e.g. grade level, subject area)		M 4.11 (SD) (1.08)	
c. personal recommendation of a friend or colleague		M 2.71 (SD) (1.69)	
d. I knew the consultant in advance		M 1.68 (SD) (1.27)	
e. recommendation or referral by another NWC consultant		M 2.35 (SD) (1.53)	
f. other reason (please specify) (See Attached)		M 3.62 (SD) (1.85)	

4. Please indicate any services that you requested or expected that you did not receive? _____

(See Attached)

*Numbers represent the actual responses to each item. There were 39 clients that responded to this survey.

**(M) Means and (SD) standard deviations are based upon a 5-point scale (5=very important, 1=not at all important).

5. If the consultant responded to a request primarily by sending materials or telephoning information rather than by a personal visit, please rate these services on the following four scales. (Otherwise, skip to #6.)

Materials sent:

		Excellent	Good	Fair		Poor
	STATES =	AK	ID	MT	OR	WA
a. Timeliness (Were the materials provided when you needed them?)	M	3.00	3.40	3.25	4.00	3.50
	(SD)	(1.00)	(.55)	(.96)	(0)	(.58)
b. Relevance (Was the help directly related to what you needed?)	M	3.67	3.40	2.75	3.50	3.50
	(SD)	(.58)	(.55)	(1.50)	(.58)	(.58)
c. Utility (Was the help useful to you and others?)	M	3.67	3.40	3.00	3.50	3.25
	(SD)	(.58)	(.55)	(1.16)	(.58)	(.96)
d. Comprehensiveness (Was the help adequate to meet your needs or get you off to a good start?)	M	3.67	3.20	2.75	3.50	3.25
	(SD)	(.58)	(.45)	(1.50)	(.58)	(.50)

Telephone Information:

		Excellent	Good	Fair		Poor
a. Timeliness (Was the telephone help provided when you needed it?)	M	3.50	3.00	2.50	4.00	3.00
	(SD)	(.71)	(.00)	(2.12)	(0)	(0)
b. Relevance (Was the help directly related to what you needed?)	M	3.50	3.50	2.50	3.67	3.00
	(SD)	(.71)	(.71)	(2.12)	(.58)	(0)
c. Utility (Was the help useful to you and others?)	M	3.00	3.50	2.50	3.67	3.00
	(SD)	(0)	(.71)	(2.12)	(.58)	(0)
d. Comprehensiveness (Was the help adequate to meet your needs or get you off to a good start?)	M	3.00	3.00	2.50	3.67	3.10
	(SD)	(0)	(0)	(2.12)	(.58)	(.88)

6. If the consultant visited your school, agency or organization in person, please describe the session:

IF YOU DID NOT RECEIVE A PERSONAL VISIT FROM A CONSULTANT, SKIP TO ITEM 11

	MEAN		MINIMUM	MAXIMUM
a. length of session:	7	(total hours)	1	32

b. number and type of people present (estimate, if necessary)

People	Number Present MEAN	MINIMUM	MAXIMUM
teachers	23.64	1	99
counselors	2.33	1	10
principals	2.29	1	8
superintendents	1.50	1	3
other school or district administrators	3.20	1	7
community or business people (other than parents)	2.20	1	5
parents	5.83	1	20
others (please specify)	10.00	5	15

7. To what extent were your expectations about the session met?

Very well Satisfactorily Not at all

MEAN	STANDARD DEVIATION
4.80	.96

8. What did the consultant do especially well? (See Attached Responses)

9. What should the consultant have done differently? (See Attached Responses)

10. Have you received any followup related to this visit (information or assistance) from the consultant since the visit?

14 Yes 11 No

If yes, please describe briefly (See Attached Responses)

11. Have you used this/these consultant(s) again?

7 Yes 28 No

If yes, please describe briefly (See Attached Responses)

12. Please indicate which, if any, of the following have occurred as a result of the NWC consultant's onsite visit:

21 Students and staff have engaged in an increased number of career education activities.

19 A greater number of students and staff have beccome involved in career education.

10 Community and business people have become more involved in career education.

19 Staff have developed or improved career education objectives, curriculum guides or materials.

21 Staff have increased their awareness and use of externally developed career education materials.

22 Staff have become aware of and are using new approaches for infusing career education concepts into their teaching.

14 Staff have continued cooperative planning and sharing of career education concepts and materials.

7 Other (please specify) (See Attached Responses)

13. Do you have any other suggestions or comments about the Northwest Connection or the consultant services?

(SEE ATTACHED RESPONSES)

3.f. - Other reason for selecting consultant (please specify)

- His district's commitment to CE
- Idaho State Dept. recommendation
- Consultant had relevant resources/experience
- Recommended when I called
- Sounded organized, enthusiastic and capable in telephone planning sessions
- Positive attitude

4. Any services you expected but did not receive?

- Gifted and talented program
- Reducing sex stereotyping
- Speaker seemed ill prepared to discuss what had been arranged
- Requested comprehensive view of CE but did not receive it
- More exercises and activities
- Organized, articulated program on CE approaches in the classroom
- Consultant canceled out 3 days before scheduled workshop

8. What did consultants do especially well?

- Presentation and provided materials (3)
- Excellent materials, personality and presentation (2)
- Abundance of ideas and materials
- Describe simplicity of Ore. City's K-12 CE matrix
- Provided overview of Cashmere Program
- Well prepared, expertly presented
- Transfer her own enthusiasm to others
- Adapted to restrictive time and space
- Provide specific info and materials
- Stimulate audience in material usage
- Related program and involved participants in role playing
- Hands on material; adaptability to our program
- Answered questions
- Presentation of CE as part of regular curriculum
- Oral presentations
- Gave much one-on-one attention
- Group presentation
- Made us aware of content and program
- Related to education

9. What should consultant have done differently?

- Needed more high school and elementary information
- Related materials more specifically to grade level
- Spent less time developing goals and objectives as we already had them
- Explained his program in CE using specifics
- More time with 8th grade teachers
- Faculty needed better understanding of CE
- Slowed down
- Flounder pointlessly, focused on previous telephone calls

10. Received followup?

- Free and loaned materials (7)
- Visited consultant's school district
- Telephone assistance (5)
- Newsletter
- Additional visit
- Lists of materials available
- Offers for continuing assistance
- Help from consultant's staff

11. Used consultants again?

- Visited consultants school
- Telephone assistance (2)
- Additional materials (2)
- Yes, twice
- Workshop and followup visit
- Working together on grant for next year

12. Other which have occurred as result of visit

- Visit was kick-off for a CE teacher training program
- Putting together a CE program for school
- Staff interest in CE has increased
- As key curriculum developer I received training and ideas I am using to modify and expand CE program

13. Other comments

- Need a list of available consultants and areas of expertise (we would pay expenses)
- Great project, needs continued funding!!
- Some delay in receiving requested information from NWC
- Continue service next year, many districts just beginning to use consultants

- Continue program, extremely beneficial to me in starting a CE program in classroom
- Developing a more comprehensive CE program for next year - Could you provide assistance?
- Life saver to us in presenting our CE Program
- Consultant very helpful; glad I contacted her
- Tried to obtain services from secondary coordinators with no response
- Heartily suggest continuation - great service, badly needed
- It is a worthwhile project
- Excellent program
- A useful service - provides leadership and help from experienced people
- Consultant did not give instructions we needed to strongly imprint CE as a total unit
- Would like to see NWC funded again. Consultants real help in getting Project PACE (in Alaska) started
- Continue funding virtually only way we can afford assistance due to isolated geographic location
- Would use services more if closer
- Encouraging to talk with someone who deals with similar students
- Have more available materials
- Good services, really met our need
- Planning telephone calls indicated development of presentation involving participation, involvement, and new approaches - Nothing materialized
- All consultants and NWC people very professional and nice to work with

APPENDIX I

NORTHWEST CONNECTION PROJECT

ONSITE CONSULTANT VISIT PARTICIPANTS' SURVEY

1.a. Please check your position and grade level (if appropriate).

Position:

4* teacher	1 building administrator
5 counselor	3 district administrator
	1 other _____
	_____

b. Grade Level:

3	kindergarten	5	Junior High
3	grades 1-3	8	Senior High
4	grades 4-6		

(11)

(12)

2. Did you attend the entire session? Yes 11 No 3

3. Please rate (by circling a number 1 to 4 for each question) the help you received from the Northwest Connection onsite visit considering each of the following:

	Excellent	Good	Fair	Poor
	MEAN**		STANDARD DEVIATION	
a. Timeliness (Was the help provided when you needed it?)	3.29		.73	
b. Relevance (Was the help directly related to what you needed?)	3.29		.83	
c. Utility (Was the help useful to you and others?)	3.36		.93	
d. Comprehensiveness (Was the help adequate to meet your needs or get you off to a good start?)	3.08		.95	

*Numbers represent the actual responses to each item. There were 14 clients that responded to this survey.

**The means and standard deviations are based on a 4-point scale (4=excellent, 1=poor).

4. Overall, to what extent were your expectations about the session met?

Very Well Satisfactorily Not At All

*MEAN	STANDARD DEVIATIONS
4.36	.84

5. What did the consultant do especially well? _____

(See Attached)

6. What should the consultant have done differently? _____

(See Attached)

7. Please indicate which, if any, of the following career education activities you personally have done as a result of your participation in the NWC consultant's onsite visit or inservice?

8 Increased the number of career education activities in instruction.

2 Involved business or community people in career education.

5 Developed or improved career education objectives.

4 Developed or improved career education curriculum guides or materials.

8 Started to use or increased use of externally developed career education materials.

9 Used new approaches for infusing career education concepts.

12 Shared materials or ideas learned in the session.

5 Other (please specify)_____

_____

*Means and standard deviations are based on a 5-point scale (5=very well, 1=not at all).

NWC - ONSITE CONSULTANT VISIT PARTICIPANT'S SURVEY: OPEN-ENDED RESPONSES

Question 5: What did consultants do especially well?

- Materials available and displays (4)
- Provided examples of ways to integrate CE into elem. curriculum
- Personal attention (3)
- Was extremely well prepared (3)
- Adjusted presentation to meet needs of group (2)
- Very enthusiastic (2)
- Manage group quietly and efficiently
- Smile and answer questions
- Explanations of theory
- Shared relevant past experiences
- Demonstration of CE activities
- Gave us enough information to start our own program

6. What should the consultant have done differently?

- More accent on elementary level
- Shorten presentation
- Provide more addresses for resources
- Find out more about Alaska's diverse school districts
- More resources from area we live in
- Needed more information relating to group he was presenting it to
- Allow more time to look through materials
- More emphasis should be done on the practical side
- Would have liked to hear more specifics instead of generalities

7. Other (please specify)

- Referred materials to district curriculum committee
- Decided to become more personally involved in CE
- Written for more CE guidance materials
- Infusing into ABE and CETA programs
- Continued to feel positive about CE
- Introduced music careers as tri-M project
- Visited Oregon City and shared these materials with our district

APPENDIX J

NORTHWEST CONNECTION CONSULTANTS' SURVEY

We would first like to ask your opinion about how well the Northwest Connection Project has functioned.

1. How would you rate the NWC Project on each of the following?

	Extremely Good	Good	Fair	Poor	Extremely Poor
	MEAN*		STANDARD DEVIATION		
a. Overall management/ coordination	4.50		.60		
Comments:					
b. The training you received	4.13		.76		
Comments:					

2. Some forms used in the NWC were developed for helping consultants do their job well and others for documenting the work of the project. In the following question please indicate how useful to you the following forms were by circling 1 to 5.

	Extremely Useful	Somewhat Useful	Not Useful (a nuisance)
	MEAN*	STANDARD DEVIATION	
a. Checklist for initial telephone calls	3.57	1.07	
b. Consultant log	3.92	1.02	
c. On-site planning form	3.69	1.16	
d. Background information for on-site consultation planning	3.70	1.13	

3. What has the NWC project done best to support you as a consultant?_____

(See Attached)

4. What ways did you need support that were not available or what should have been done differently?

(See Attached)

*Means and standard deviations are based on a 5-point scale (5=extremely good and useful, 1=extremely poor and not useful). There were 41 consultants that took this survey.

Now we would like to know how being an NWC consultant has affected you personally and professionally.

5. Approximately how many total hours have you spent in consulting, preparation or followup for NWC? _____

MEAN	MINIMUM	MAXIMUN
135.41	5	600

6. In what ways have you benefitted professionally from being a NWC consultant?

	No Benefit	Some Benefit	Benefited Great deal
	MEAN	STANDARD DEVIATION	
a. Gained a better understanding of career education.	3.78	1.06	
b. Gained in consultant skills.	3.90	1.16	
c. Gained greater self-confidence in my abilities.	3.56	1.14	
d. Gained greater understanding of my own strengths and limitations.	3.93	.99	
e. Received other (non-NWC) consulting requests	2.66	1.30	
f. Increased my visibility within the district	2.95	1.21	
g. Made new professional contacts outside of my district	3.55	1.26	
h. Became a more useful resource to my district/ organization	3.26	1.07	

i. Other (specify) _____

(See Attached)

7. What problems or obstacles have you encountered as a result of being a NWC consultant?

	No Problem	Some Problem	A Serious Problem
a. Difficulty with scheduling substitutes.	4.52	1.11	
b. Continuity in carrying out my job was disrupted	3.41	1.21	

	No Problem	Some Problem	A Serious Problem
	MEAN	STANDARD DEVIATION	
c. Undue time away from my family/loved ones	4.25	.91	
d. Envy or jealousy of peers or colleagues	4.46	1.07	
e. Other (specify) _____	1.88	1.13	

(See Attached)

8. Overall, how do you see the effects of your participation as a NWC consultant?	Very Positively	No Effect	Very Negatively
	4.24	.82	

9. If you had it to do over again, would you be a NWC consultant?

33* Yes 6 No

Comment: (See Attached)

Think now about the NWC Project clients.

10. What do you feel clients gained as a result of the NWC project?

(See Attached)

11. Were there client needs that the service was not organized to address?

12 Yes 13 No If no, what needs were not addressed?

(See Attached)

*Numbers are actual numbers of respondents.

12. Thinking back over your experiences as a NWC consultant, please describe an example situation that occurred which you feel best illustrates the benefits of this project. (See Attached)

13. Please add any additional comments or suggestions that would help us evaluate the Northwest Connection Project. (See Attached)

NORTHWEST CONNECTION CONSULTANT'S SURVEY

1. How would you rate the NWC Project on each of the following?
   a. Overall management/coordination:

- Difficulty in getting expense accounts processed
- Excess of paperwork; diverse range of people
- Changing of secretaries influenced efficiency of paperwork; changing directors at end caused slight communications breakdowns
- Someone always willing to help
- NWC was a well conceived project, effectively implemented and provided worthwhile service for schools.
- Would have preferred fewer "awareness" responsibilities
- Bob Blum, excellent coordinator
- Response time was excellent
- Very organized
- Not enough contact to provide either positive or negative feedback

   b. The training you received:

- We needed actual activities demonstrated to show clients; have since developed some of my own
- Didn't address private sector in initial training
- Difficult to process information during training but things "fell-together" when began responding to client requests
- Excellent for educators; not that helpful for me in small business
- Couldn't have asked for better!
- Consultants needed more help on their delivery systems - they knew the subject matter
- Enjoyed meeting others interested in CE
- Good but didn't fit calls received from individual teachers
- Very timely
- Could have used resources from National Center for Career Education in Missoula

3. What has the NWC project done best to support you as a consultant?

- Provided resources (13)
- Training (12)
- Support system (12)
- Positive attitude of management toward consultants (5)
- Had materials to mail out (2)
- Mutual support from other consultants
- It has given me confidence; Bob Blum was excellent in this role
- Resource of info and "sounding board"
- Network aspects; ability to refer persons to resources
- Helped me zero in on and devleop my particular interests and strong areas in CE

- Original training session
- Cheerful, positive and knowledgeable leadership
- Reinforced CE ideas and gave new ones
- Allowed professional judgment as to on-site, mail-outs, etc.
- Quick response to telephone requests
- Brochure with pictures and brief biblo.
- Awareness project apparently reached people judging from responses
- Very efficient in returning expense money
- Being treated as a true professional
- Provided a lot of publicity to schools
- Provide travel funds for on-sites
- Forms mentioned in 2 (except for 26) were useful in organizational matters

4. What ways did you need support that were not available or what should have been done differently?

- Felt sense of isolation geographically
- Each consultant should have done presentation and critique during training
- Continuing claendar of CE activities; National, Regional, State
- Needed audio visual materials to vary presentations
- More help organizing and clarifying materials and ideas I had to offer
- No expertise on fund-raising was frustrating
- More contact with state coordinator - he was willing but often inaccessible.
- Record best accomplishments via phone calls - too busy to record all activities
- As small business, didn't get any requests
- Knowing the other consultants better to channel requests to speciality areas
- Changing of forms confusing although probably necessary
- More feedback from client evaluation cards as to how I was doing. Should have added our names sooner
- Speedier return of personal expense money
- Listing more of our specific CE specialities in brochure
- Difficulty finding career related materials I didn't already have
- Felt isolated (Idaho). Have training in specific areas
- More help on "how to squeeze in this extra activity and still be efficient" (if possible)
- More training
- Some teachers didn't know of project or reluctant to ask for help
- Mailing of info by consultants took too much time
- Backup printing and reproduction facilities available
- "...Had all the support necessary...has been an exciting, self-fulfilling year."

6. In what ways have you benefitted professionally from being a NWC consultant?

i. (Other)
- Became high school Career Center Director
- Personally enjoyable; good experience professionally
- Reaffirmed my professional values and beliefs about CD
- More sensitive to difficulty of combining CE with GIT but more convinced it's necessary
- Learned more of problems of others and saw teachers in new perspective
- Team planning concept applicable to many situations
- Much better counselor and administrator
- NWC was a well conceived project, effectively implemented and provided worthwhile service for schools
- Would have preferred fewer "awareness" responsibilities
- Bob Blum excellent coordinator
- Response time was excellent
- Very organized
- Not enough contact to provide either positive or negative feedback

7. What problems or obstacles have you encountered as a result of being a NWC consultant?

e. (Other)
- Finding extra time for preparation
- Time! I'm too busy!
- Because of time restrictions only doing adequate job when wanting to do excellent job
- Some districts saw NWC as another "government project"
- Principal reluctant to give time off
- Difficulty convincing superiors of value
- Our reimbursement checks were slow
- I did not do the project justice

9. If you had it to do over again, would you be a NWC consultant?

- I would love to continue doing this kind of activity
- Preparation took too much time; results not personally satisfying because did not feel I met needs of clients
- Would recruit other colleagues because of skills development for those people
- I'd work on feeling less obligated to meet every request
- Didn't receive any requests (small business); needs to be done through the educational field
- Would not want to be consultant in PE - very negative experience
- Proud to be accepted, experience very rewarding, wish I could continue
- I gained something, met fine people on team
- Very educational and professionally developing experience

- Too involved in too many other projects
- As a one-to-one consultant, not as a group trainer
- Needed full-time regional effort but probly too costly
- This teacher-to-teacher service is the most effective way to cause change. I feel positive about my contacts
- Requests came at busy times for me. Extra work to prepare "on-sites" cause problems for me
- Would prefer to be listed for professional communication skills in education
- The project is ending just as I'm getting acquainted with it
- Would only do as part of my job
- One of the most meaningful experiences of my educational career
- I'm most pleased I was selected as a non-educator
- Never received any feedback from clients on usefulness of materials sent
- Too much paperwork
- Great honor to work with Bob and Greg
- Too many job and family commitments
- I was forced to keep abreast of changes

10. What do you feel clients gained as a result of the NWC project?

- Materials, inservice workshops, exposure to CE (11)
- Better understanding of concept of CE (8)
- Easy access to trained person in CE (5)
- Different views, perspectives, ideas that will lead to solutions (5)
- New enthusiasm toward what can be done (3)
- Better understanding and appreciation for CD (2)
- Demonstrations that CE works in variety of settings (4)
- Better understanding of CE (2)
- Better skill in planning, organizing, and implementing a CE program
- A network developed
- Increased self-esteem as valuable resources and exciting career educators
- Backup support (2)
- The idea of CE carried into many areas
- Specific how-to-do it CE lesson plans
- Many school districts have begun to plan and implement CE programs
- Gained imformation without duplicating effort
- Chance to evaluate their programs with emphasis on different goals
- That CE could be implemented with little money or major effort
- Telephone contacts with clients most useful and supportive

11. Were there clients needs that the service was not organized to address?

- Difficult to get them copies of materials we had (2)
- Community relations role
- Materials not available for co-ed college P E. Many school districts looking for full CE programs
- Teachers and administrators wanting conceptual and program designing workshops - the "how to" aspect of CE

- Clients sometimes at a loss to know what to ask for - maybe clarify the mailouts
- Continuing on-site advocacy and support
- Too many teachers do not understand objectives of CE to see it as a need
- Requests for large group help in lesson plans and examples
- Financial
- Most requests too general - "Send me everything you have on CE"
- Needed more "on-site" visiting provisions to help stimulate beginning Career Ed activity

12. Thinking back over your experiences as a NWC consultant, please describe an example situation that occurred which you feel best illustrates the benefits of this project.

- 25 foreign language teachers in western Washington now have another set of tools to motivate and keep their students continuing the study of their particular language. I hope to turn on the same number at a career ed. for the Western Montana foreign language teachers.

- It was that sharing that occurs when two teachers of the same grade level get together, discuss concerns and find alternatives and solutions - one-on-one consultation.
  The important element on my estimation is the matching of first grade teachers with first grade teachers, etc.

- Several individuals approached me to tell me how useful they felt the techniques and the materials would be to them. One social studies teacher said she had been ready to plan the first day's class for fall semester but didn't indicate how she would continue the new approach throughout the year.

- Being involved in the "kick-off" inservice of a school about to adopt a K-8 career ed. program and being able to give some positive values to what this could do for the teachers' programs who were directly involved as well as high school personnel and other community members indirectly involved.

- Awareness activities - His participants in WSP and G Assn. Contacts and results (problem solving) long-range benefits good.
  Routine was very good. Being in contact with teachers who are actually practicing CE.

- On-site consultation to Alberton, Mt. - met with K-12 staff and individually, was able to reinforce career ed projects they were tentatively beginning - suggestions made for curriculum infusion generated their ideas which visibly excited and pleased those educators participating - great to work with (name of consultant) - her experience really enriched and enhanced our joint projects.

- I really do not know if the clients were satisfied or if the local consultants were used.

- Once large group of students from the B of IA school in Salem were given a tour of Tektronix. This group had interface with a number of direct labor and members of management. Those discussions covered education, economics, job content and pay scales. They were also given tours of

various manufacturing plants.

- The Kennewick-Pasco on-site when eagerness for help was generated so strongly and then by the encouragement they felt when I was able to share so many helpful handouts. There was a feeling of desperation when the visit first started and by the end the room was buzzing with comments like "Did you see this one", "Man can I use this", "Can you believe, she actually set up a program for us - that works" Then to receive calls and requests afterwards from Pasco for more help. "This was a neat experience

- The benefits of being a NWC consultant are too numerous to mention... I very much enjoyed meeting people involved with C.E. especially in Seattle. I now have many contacts and have been able to greatly expand my knowledge and materials available in C.E.

- All my evaluations were not in the "good" category, however, in all instances I experienced a deep sense of gratitude and appreciation for the services rendered.

- She met person wanting help in Idaho Jr. H.S. history. She developed units that included CE. They liked materials and invited her to do inservice for their SS dept. Later they called her several times to work with English dept. She did some with HS and with college teachers. Id. Ed. Assn. people invited her to talk to Nazarine College students about CE and how to use it. Gave them some specific plans and materials they could use. She had prior experience teaching both levels.

- A woman participant in an on-site session who had shown little evidence of involvement got up as if to leave, but was heard saying, "This is so great I hate to have to go to the bathroom."

- I provided bibliographies to a number of interested teachers re use of community resources.
  Hope it led them to information they would otherwise not have knows about or bothered to look for.

- The enthusiasm generated by those attending the workshops - most copied material, wrote units of work, seemed to go away with the idea that Career Ed was a great idea and they could do it!

- I gave a two day workshop to Jr. High Lang. Arts teachers representing all the Jr. Highs in Seattle. Their two schools asked me to come to consult with department heads and administrators to help them put the (Seattle) Guidance goals into their curricula. Following that, one school is having me do a workshop for their entire staff on the Advisory Guidance Program.
  This seems to point up the benefits of the N.W.C.; going from one enthusiastic teacher to a whole staff, which in turn benefits a whole school.

- I recently made a presentation in Idaho at Annual Conference in Educ. of gifted and talented Education. Several people in audience obviously had need of outside consultant who had already made the mistakes. I was able to confirm some of their misgivings and provide them with workable program models.

- Many people wrote and wanted specific plans - (i.e. - your plan on corporations). I sent them something they could actually take and use in the classroom - to give them an idea of a C Ed project - and how easy it is to use.

- I went to a small area in Northern Montana called Nashua. The school there was fairly isolated and did not receive much outside help. I went into the school for 1 day. I was able to talk to almost everyone on the staff including the principal and superintendent. I presented for one group of students. I help an inservice at the staff meeting after school. I felt the staff and students were excited about career ed. when I left. I mailed back materials to three of the teachers.

- Assisting the American Falls Public Schools to design, implement and evaluate their career education programs.

- My experience in actual consulting were by telephone, and easy and relaxed, yet very satisfying. No one stands out as an outstanding example. I spend more actual hours in Butte furthering the concepts and value of Career Education in general, and the N.W.C. in particular. The struggle continues

- My presentation to members of a consortium of school districts in the Yakima Valley. The presentation was actually on a K-12 basis. There districts (9) each have different needs. Each has now begun planning their programs. My presentation was generally centered in organization, setting goals and objectives and staff involvement. Many of the districts have since made visitations to Oregon City.

- (Client), Pasco High School, Pasco, Wash. called indicating they wanted to start a career explorations class and develop a career education center. I sent them a great deal of materials and gave them contacts in two other schools where they could get additional information. He then brought a group from Pasco to visit our school, talk to our instructors, etc. They then visited two other schools with good programs.

- I don't really have any specific example. But the one thing I liked about it was that this project had people and materials that had been used and successful in the field of career education. It was information you could get to implement immediately. Talk with people who could really help you get a program started.

- On-site consultation demonstrated that assistance was available at little or no cost to district. NWC contact provided less threatening means of establishing requirements than might have been provided by state department.

- The teachers in Naknek Alaska told me that they really appreciated working with a teacher from another district since they rarely get visits from anyone but Dept. of Education people. They need contacts in other districts. Since our on-site visitation we have continued to correspond and when they get into town they are able to know where to get assistance.

- I don't think I was a very effective consultant but others I have talked with had fantastic on-site visits. My main benefit was meeting the other consultants and sharing experience and friendship. This was extremely rewarding to me.

- I participated in the workshop at Romig Jr. High School which I felt was very beneficial.

- In a recent consultation with a district pupil personnel director and the district counselor, I learned that there was much discouragement regarding career education due to lack of administrative leadership and support. I believe I was able to help them understand that they were already active in career education and that, through building level organization and individual enthusiasm, they could put a viable program into effect. Furthermore, they seemed most appreciative of the knowledge that on-going help is available close to home. I viewed this whole experience as indicative of the power of professional sharing and a good example of what the NWC is all about.

- During my on-site in Butte, Mt., I could tell I had walked into a negative situation. The music teachers had been forced to come and they had minutes before been in an explosive meeting using techniques of NWC (esp. team planning) they really got into the idea of how to make it work in their community and had set up some excellent group as well as individual projects to try.

13. Please add any additional comments or suggestions that would help us evaluate the Northwest Connection Project.

- I loved it but hate doing the paperwork (3)
- Couldn't keep up with paperwork; it was either use my time as consultant or fill out paperwork
- Extremely difficult to maintain demanding, fulltime position and to gather CE materials and do presentations
- This type of service most effective at the small group planning level
- Takes a year before you get started. Future programs should be 3 year minimum
- Meetings between grade level or specialty area consultants would have generated additional resources and support
- Didn't get much feedback from clients on whether they received the help they needed or not
- Good job

- Very successful through the educational system
- Administrators reluctant to take part in program and release teachers
- Disappointed that no one in state asked him to do training
- Real evaluation of NWC will be seen through expansions of CE programs in districts using consultants. Also in consultants becoming educational leaders in their school districts
- Group of people were great. Many will remain friends and associates.
- First planning session in March, possibly division into those who had done consultating work and those who had not
- Second page of on-site very difficult to fill out, especially cost to client
- Requests wanted me as specific resource, not as planner to start CE in district
- Worthwhile program for consultants and clients
- I learned more about presenting workshops and doing follow-up. Extremely beneficial to me professionally.
- Believe strongly in concept. Needs more time and dissemination of information
- Wish it were possible to return to places of on-sites and conduct follow-ups
- Client form, being a self-mailer, didn't motivate people to return them
- Had hoped to do an on-site but didn't have opportunity
- One-on-one contact most valuable
- Super idea!
- Don't know how to get administrators to request the service
- Some district officials seemed to believe our program panacea for any and all problems in setting up CE program